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ABSTRACT

This is the transcript of Senate hearings chaired by Senator Robert Stafford of Vermont to consider the educational needs and problems of native Hawaiian children. Individuals whose statements are included are Representatives Daniel K. Akaka and Cecil Heftel, congressmen from Hawaii; Senator Spark Matsunaga from Hawaii; Francis M. Hatanaka, acting superintendent in the Hawaii State Department of Education; Haroldeen Wakida, president of the Hawaii State Teachers Association; Gard Kealoha, a trustee of the Office of Hawaiian Affairs; Manuel J. Justiz, Director of the National Institute of Education; Robert R. Rath, Executive Director of the Northwest Regional Educational Laboratory; and Myron B. Thompson, a trustee of Kamehameha schools. The prepared statement (with attachments) of Mr. Thompson makes up the bulk of this document. The statement, a report from the Native Hawaiian Education Assessment Project, explores three areas; (1) the educational and special health, social, and psychological needs of native Hawaiians; (2) effectiveness of Federal programs in addressing these needs; and (3) measures that should be taken to improve existing programs and address unmet needs. The responses of Mr. Thompson, Mr. Hatanaka, and Mr. Kealoha to specific questions asked by Senators Matsunaga and Stafford are also recorded in the transcript. (GC)

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EDUCATION NEEDS OF NATIVE HAWAIIAN CHILDREN

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HEARING

BEFORE THE

SUBCOMMITTEE ON
EDUCATION, ARTS AND HUMANITIES

OF THE

COMMITTEE ON
LABOR AND HUMAN RESOURCES
UNITED STATES SENATE

NINETY-EIGHTH CONGRESS

SECOND SESSION

ON

REVIEW OF SPECIFIC, IMMEDIATE, AND LONG-TERM EDUCATIONAL NEEDS OF NATIVE HAWAIIAN CHILDREN

MARCH 22, 1984

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EDUCATION NEEDS OF NATIVE HAWAIIAN CHILDREN

THURSDAY, MARCH 22, 1984

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The subcommittee met, pursuant to notice, at 10:10 a.m., in room SD-430 Dirksen Senate Office Building, Senator Robert T. Stafford (chairman of the subcommittee) presiding.

Present: Senators Stafford, Matsunaga, and Inouye.

OPENING STATEMENT OF SENATOR STAFFORD

Senator STAFFORD. The Subcommittee on Education, Arts and Humanities will please come to order.

We are awaiting Senator Matsunaga, and we will start to hear from our witnesses as soon as he can get here.

The subcommittee is convening today to consider the educational needs of native Hawaiian children.

At the outset, I must say how pleased I am to hold this hearing, particularly since the preeminent Federal role in education is a concern over the national educational needs of disadvantaged children. The Native Hawaiian Educational Assessment project, which forms a backdrop for this hearing, shows clearly that native Hawaiian children have a disproportionate number of special educational needs that pose barriers to educational achievement.

As our witnesses know, and as I want the record to show, Congress first expressed its interest in the educational needs of native Hawaiians in the Education Amendments of 1980. This legislation authorized an Advisory Council on Native Hawaiian Education and directed the Council to conduct a study on the educational needs of native Hawaiian youth.

The Kamehameha Schools/Bishop estate offered to provide staff and a portion of the cost in preparing the report when the Omnibus Reconciliation Act of 1981 did not authorize funds for the study. Consequently, the Senate Appropriations Committee and then the Congress directed the Education Department to collaborate with interested parties to prepare a comprehensive report on the unique educational needs of native Hawaiians, the result of which is the Native Hawaiian Educational Assessment project.

The project's final report contains an impressive body of information and makes some compelling recommendations for meeting the needs of native Hawaiians. With an eye trained on this report, the

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subcommittee today turns to the question raised on the 1980 amendments: how effective are local, State and Federal programs in serving native Hawaiian students, especially in light of the special health, social, and psychological needs of such children?

I see that the chairman of this committee is probably going to mispronounce some Hawaiian names here, so I will apologize for it in advance.

I would like to thank Congressman Akaka for joining us on this side of the Hill today. The Chair would also like to recognize our second witness, Dr. Manuel Justiz, whose very fine efforts as Director of the National Institute of Education are to be commended by all of us who support quality educational research. The subcommittee looks forward to your comments today, especially with respect to the Institute's work in the Pacific Basin.

I would also, in advance of the hearing, like to thank each of our witnesses for your time and effort made for the benefit of the members of the subcommittee. I realize the long distances most of you have had to travel to be with us here today, and we appreciate your contributions.

The Chair will only say in conclusion that he regrets the demands on our time here that made it impossible for him to conduct these hearings in Hawaii, instead of here in Washington.

Senator Inouye, do you have an opening statement?

Senator INOUYE. Mr. Chairman, I am extremely grateful to you for holding this special hearing, to receive testimony on the unique and oftentimes tragic needs of native Americans, in this case native Hawaiians.

I am certain that the witnesses that we have gathered from the State of Hawaii will present to you statistics heretofore unheard of, which I think very dramatically, and in a very meaningful manner, present to you that we do have problems that are most difficult to meet, either on a county, State or Federal level, and therefore justifies special Federal treatment, and once again I thank you very much, and as you have indicated, I regret also that time did not permit you to visit our fair islands.

Senator STAFFORD. Thank you very much, Senator.

I think the Chair would now temporarily stand in reeess until Senator Matsunaga can get here.

[Short recess.]

Senator STAFFORD. We will resume. There is a possibility of our being caught this morning by rollcall votes which could disrupt our hearings, unless we continue.

So we will have to—well, here is Senator Matsunaga right now. Just like the mounted troops in a western, he arrives in the nick of time.

Senator MATSUNAGA. Good morning, Mr. Chairman. I am sorry to be late.

Senator STAFFORD. That is all right. We are right at the point, if you have an opening statement, we would be very happy for you to give it.

Senator MATSUNAGA. Thank you, Mr. Chairman.

I wish to thank you for holding hearings on the subject of the educational needs of Native Hawaiians. I deeply appreciate this

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committee's interest in this issue, which is of profound importance to many of the people of my State.

Mr. Chairman, in March of 1983 a comprehensive report of the Native Hawaiian Educational Assessment Project, relative to the educational needs of Native Hawaiians, was submitted to Education Secretary Terrel Bell. This report, which was originally authorized by this committee, documented the finding that Native Hawaiians rank at the bottom of most measures of educational achievement and have unique educational needs as a consequence of their culture and socialization process. Hawaiian children are hampered in their development by numerous economic, social and institutional barriers which all contribute to their low academic achievement—a situation similar to that which exists among American Indians.

Poor academic performance is not the only problem facing those of Hawaiian blood, who comprise 19 percent of Hawaii's population. They occupy the bottom rungs of our social and economic ladders relative to other groups in the State, a situation inextricably related to academic performance. The unemployment rate among Hawaiian adults is twice that for the State as a whole. Forty percent of those living below poverty level in the State are Hawaiians; 66 percent of the youth in correctional institutes are Hawaiians, and 46 percent of adults in correctional institutes are Hawaiians. Hawaiian children are disproportionately victimized by child abuse and neglect, and are absent from school in disproportionate numbers.

The report recommends a comprehensive, multi-agency approach to address the unique educational needs of Native Hawaiian children with a final goal of complete selfsufficiency for the Native Hawaiian population. This approach is designed to attack the educational problems of Native Hawaiians on all fronts. The report recommends, for example, the creation of child and family resource centers to direct early attention to problems relating to health, nutrition, learning and motivation, and other signs of family stress which impact on a child's academic performance for many years thereafter.

The report further recommends the inclusion of native Hawaiians as native Americans under the Indian Education Act and under the Indian set-aside in the Vocational Education Act. I certainly hope that this committee will vote favorably to include native Hawaiians under the Indian set-aside in the Vocational Education Act during the committee's review of the act in the near future.

It is also encouraging to note the willingness of the Select Committee on Indian Affairs to conduct hearings on the educational needs of native Hawaiians to hear testimony recommending inclusion of native Hawaiians under the Indian Education Act.

Modification of these Public Laws will foster the establishment of programs to address the unique needs of native Hawaiians. These programs must consider, accommodate and capitalize on the unique cultural traits of native Hawaiians. I hope that these hearings today will highlight the importance of establishing specific studies of this nature.

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A study of Hawaiian history reveals that there is a clear Federal responsibility for the plight of the native Hawaiians just as there is for American Indians. Native Hawaiians have much in common with American Indians and other native Americans. Like the Indian, the native Hawaiian was profoundly affected by the arrival in this country of the Western European.

When Captain James Cook, the famous British navigator, first anchored his ship in Kealakekua Bay, HI, in 1778, the native Hawaiian population stood at approximately 400,000. History tells us that the early Hawaiian was a vigorous, hard working, productive and family-oriented person. His place in the social structure was well-defined by tradition and custom, and his relationships with his family and neighbors were based on cooperation and sharing.

With the coming of the Western Europeans, the situation changed rapidly. Not only did they bring a variety of new diseases which decimated the Hawaiian population, but they also brought the concepts of free enterprise, competition and private ownership, all of which were alien to the Hawaiian culture. Even today, it is often said among Hawaiians that the American missionaries who arrived in the 1820's went to Hawaii to do good, and ended up doing very well—for themselves.

By the middle of the 19th century, the Hawaiian had seen his ancestral lands pass from his hands into the hands of the Haole, the newcomer. In 1883, his government and the lands of the crown were also taken from him. The government of Queen Liliuokalani was overthrown by a small band of non-Hawaiians, assisted by the American Minister to Hawaii and a detachment of U.S. Marines from the U.S.S. *Boston,* which was paying a visit to the Islands. The failure of the U.S. Government to restore the monarchy, or at least to compensate the Hawaiians for their losses, still stands as a blot on the pages of American history. Five years later, when the Republic of Hawaii was annexed to the United States, our Government again failed to correct the injustice. There followed a long period of neglect, during which native Hawaiians sank into a state of bitterness and apathy from which they are only now beginning to emerge.

To date, there has been a clear, but as yet insufficient, recognition of Federal responsibility for the plight of the native Hawaiians, stemming from the role of the U.S. Government in the overthrow of the Hawaiian monarchy.

Recognition of Federal responsibility is demonstrated in several pieces of legislation beginning in 1920 with the Hawaiian Homes Commission Act, which placed approximately 200,000 acres of land under the jurisdiction of a commission for the rehabilitation of persons of Hawaiian ancestry. In 1974, native Hawaiians were first defined as native Americans in the Community Services Act. This committee more recently sought to address the needs of native Hawaiians both in its effort to authorize the native Hawaiian Educational Assessment project report, and by providing for employment and training programs for native Americans, including native Hawaiians, in the Job Training Partnership Act, and before that, in CETA.

It continues to be said, however, that Hawaiians are strangers in their own land. They are striving to meet the social and economic

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crisis which confronts them in an effective and comprehensive manner. High educational achievement is considered a top priority in order to allow native Hawaiians to attain their goal of self-sufficiency. It is my hope that Congress will continue to acknowledge the rights and needs of native Hawaiians, and will work with representatives of the Hawaiian community to meet these needs and obligations.

Again, Mr. Chairman, I thank you and the members of this committee for your interest in the native Hawaiians.

Senator STAFFORD. Thank you, Senator Matsunaga.

I think the State of Hawaii is exceptionally lucky to have two Senators who are as articulate and able as you and Senator Inouye and who are out for the interest of the islands and the people who live there.

I am now very pleased that we will be able to hear another articulate spokesman from the islands, Congressman Akaka.

If you would care to come forward, we would be very happy to hear your statement, and we are very pleased that you are here to join your two Senate colleagues in this committee's hearings.

STATEMENT OF HON. DANIEL K. AKAKA, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF HAWAII

Mr. AKAKA. Thank you very much, Mr. Chairman.

Senator Stafford, I want to personally say mahalo, thank you very much for, not only holding this special hearing, but for chairing this hearing. I also want to express my gratitude to Senators Inouye and Matsunaga for their efforts in helping this important cause. I also want to say aloha to the leaders of Hawaii who are present here today to testify before you.

As a native Hawaiian, I want to thank you for the concern you have shown for the educational needs of native Hawaiians.

In 1778, the year that Captain Cook landed in Hawaii, the Kingdom of Hawaii was a thriving culture. Its people had a unique and special identity. The year 1778 marks the beginning of the transformation of the native Hawaiian population. The Native Hawaiian Educational Assessment project describes this process as the "Culture Loss." In that year, the destiny of Hawaiians began to undergo profound change.

Native Hawaiians have been forced to adapt to a society and culture that is foreign to their own traditions. This transformation is still going on today. The change I speak of has disrupted their traditional lifestyle and has caused them to become severed from their cultural heritage. The profound influence that this has had upon their lives and society has been effectively documented in the Native Hawaiian Educational Assessment project prepared by Kamehameha Schools.

Today you will hear testimony from a number of witnesses who will describe the well-documented pattern of poor educational achievement among native Hawaiian children. The picture they will paint is of a native Hawaiian student population that consistently falls below national norms when measured by every standard of academic achievement.

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Mr. Chairman, I endorse the findings and conclusions of the Native Hawaiian Educational Assessment project. I have been an educator and administrator in the Hawaii school system and can attest to the facts presented in the report and by the witnesses appearing before you today.

Mr. Chairman, the evidence is indeed convincing. Studies demonstate that native Hawaiians have a much higher incidence of failure, underachievement, truancy and absenteeism throughout their school career. The dropout rate for native Hawaiian youth is far higher than it is for non-Hawaiian. If they continue in school, they are far less likely to enroll in a school of higher education or attain a degree.

These problems during childhood continue throughout adolescence and become magnified by adulthood. Native Hawaiians are far more likely to be unemployed, and if they do have jobs, they are more likely to be jobs of low status and pay. Social conditions result in a higher incidence of disease than among other populations. Among women, prenatal care is poor, and the incidence of illegitimate births and teenage pregnancy is higher than in the surrounding population.

The incidence of child abuse and neglect is greater than normal for native Hawaiians. Juvenile delinquency and crime are a serious problem. The incidence of alcoholism and drug abuse is high. The average life expectancy for native Hawaiian youth is 67, whereas life expectancy for the surrounding population is 73.

Mr. Chairman, there is a distinct and undeniable relationship between these socioeconomic conditions and the educational experiences of the native Hawaiian population. Unfortunately, many of the traditional education programs cannot meet the needs of the native Hawaiian student. These programs were not designed to address the special educational needs of native Hawaiians. The evidence indicates that there is a compelling need to provide special assistance to relieve the educational problems encountered by native Hawaiians.

And for these reasons, Mr. Chairman, we look to you, to the Senate, and also to the members of the House, to support any forthcoming bills that would assist directly the Hawaiian population.

Thank you very much.

Senator STAFFORD. Thank you very much, Congressman.

I think it is particularly appropriate that you have appeared in front of this committee as a witness this morning, and I am sure the subcommittee will pay special attention to what you have said, since I believe you are the only native Hawaiian who represents your State in Congress. Am I right on that?

Mr. AKAKA. That is true.

Senator STAFFORD. And especially important is the fact that you have been a school teacher and administrator yourself. So on all counts, we think you are an especially effective witness for your State.

We thank you for being here.

Mr. AKAKA. Senator, may I add that Hawaii had a native Hawaiian, a member of the royal family, who served in Congress from

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1902 to 1922 in the House, as a Delegate, but the difference is that I am the first native Hawaiian to be able to vote in the Congress.

Senator STAFFORD. That is right. That makes quite a difference at times.

Thank you very much.

Senator Matsunaga?

Senator MATSUNAGA. I wish to join the chairman in congratulating you, Congressman Akaka. I think you present yourself as a prime example of what the native Hawaiian can achieve, with proper education and proper guidance. I am truly proud to be associated with you here in the Congress.

Mr. AKAKA. Thank you.

Senator STAFFORD. Senator Inouye?

Senator INOUYE. As we say in the Senate, I wish to associate my remarks with the chairman and Senator Matsunaga.

Senator STAFFORD. Thank you.

Congressman, we know you are probably very busy on your side of the Capitol, but if you can stay, and wish to, we would be very happy to have you join us up here on the committee side of this operation.

Mr. AKAKA. Mr. Chairman, I thank you very much for that invitation. I do have an Appropriations Subcommittee meeting at 10:00 with Don Devine, and I would like to be at that hearing.

Senator STAFFORD. Well, we certainly will understand. We just want you to know you are welcome here, if you can stay, and wanted to.

Mr. AKAKA. Thank you very much.

Senator STAFFORD. Thank you.

Now, the next witness will be Dr. Manuel Justiz, who is the Director, National Institute of Education, Department of Education, here in Washington.

Doctor, I may be mispronouncing your name, for which I apologize in advance.

Senator MATSUNAGA. Mr. Chairman?

Senator STAFFORD. Senator Matsunaga.

Senator MATSUNAGA. Mr. Chairman, before we begin with the next witness, I understand that Congressman Heftel has a statement to present for the record. He would be here except that he was involved in an automobile accident, and still is undergoing therapy.

Senator STAFFORD. Without objection, we will place his statement in the record at this point.

[The prepared statement of Congressman Heftel follows:]

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TESTIMONY OF THE HONORABLE

CEC HEFTEL

BEFORE THE

SENATE COMMITTEE ON LABOR AND HUMAN RESOURCES

SUBCOMMITTEE ON EDUCATION, ARTS, AND HUMANITIES

MARCH 22, 1984

Mr. Chairman and members of the Committee. I regret that I cannot be here in person to present testimony on the need to provide federal assistance to improve educational opportunities for native Hawaiian children. I am nevertheless pleased to join this distinguished group of experts in voicing my strong support of their efforts.

The Native Hawaiian Education Assessment Project, undertaken at the request of the Senate Appropriations Committee, has completed the first comprehensive study which quantifies the educational attainment of Hawaiian children. The report provides a solid statistical profile of the educational deficiencies of native Hawaiian children.

Four years ago our Hawaii Congressional delegation endeavored to promote legislation to create special education programs for native Hawaiian children similar to those created for Native American Indian children. Congress said it wanted more documentation of the need for such programs before it responded. We now have that information. This evidence is so comprehensive and conclusive that Congress and the federal government cannot in good conscience turn down or ignore what has been documented in this report.

The Bishop Estate/Kamehameha Schools, the leader in this effort to recognize and assist Hawaiian children, has made recommendations in conjunction with the Native Hawaiian Education Assessment Project that are constructive and that would be responsive to the needs of the children. Furthermore, the Bishop Estate/Kamehameha Schools has offered to share with the federal government the financial burden of bringing Hawaiian children up to par with their non-Hawaiian peers. The Bishop Estate has already contributed a substantial amount of its resources to defining the problems and solutions, and is prepared to continue its participation in all aspects of development, funding, and implementation of educational programs. The Bishop Estate/Kamehameha Schools is to be highly commended for this, and certainly the federal government and Congress can not turn down this offer.

Mr. Chairman and members of the committee, I hope that you will seriously consider the report of the Native Hawaiian Assessment Project and will support legislation that will help to bring Hawaiian children into the mainstream of American life. Clearly, education is the most important tool we have for improving one's prospects for a full and enriched life. We must use this tool now in the most effective way possible to help a group of people who otherwise cannot expect to overcome the substantial barriers that prevent achievement of a bright and productive future for themselves and their families.

Thank you again, Mr. Chairman and the committee, for your attention to this problem of such importance to the State and to the people of Hawaii.

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STATEMENT OF DR. MANUEL J. JUSTIZ, DIRECTOR, NATIONAL INSTITUTE OF EDUCATION, U.S. DEPARTMENT OF EDUCATION, WASHINGTON, DC.

Dr. JUSTIZ. Thank you very much, Senator, and distinguished members of this committee.

My name is Manuel Justiz, and I am the Director of the National Institute of Education. NIE is the primary research arm of the Department of Education. Our responsibility is to address critical educational problems through the support and conduct of research. I am pleased to report to you that we are putting a premium on making sure that we are asking the right questions, that we are dealing with the pressing issues in American education, and that we are doing this in a way that the information generated does not result in a report that sits on someone's shelf and gathers dust, but rather that it contributes to improving practice. We are concerned with paractitioners, with the individuals who are making a difference in the classrooms of America, in working with kids.

In this way, the Institute contributes to two critical goals. One is to enhance the quality of American education, and the other is to make sure that education is available equally to all.

The purpose of my testimony today is to apprise you of a project we have undertaken at the request of the Chief Education Officers of Hawaii and the Trust Territories of the Pacific. This project seeks to expand and intensify research, demonstration, evaluation and dissemination programs that address the specific immediate and long-term educational needs of native Hawaiian children, the children from the Territory of American Samoa, the Territory of Guam, the Republic of Palau, the Commonwealth of the Northern Mariana Islands, the Federated State of Micronesia and the other Pacific Basin areas.

The Institute fully supports this undertaking and is committed to the achievement of its aims. To that end, the Institute has established a most productive working relationship with the Project's Policy Board. I am convinced that in the future our relationship will continue to be equally productive in furthering this very important task we have jointly undertaken.

In mid-1983, the Chief Education Officers of the State of Hawaii and the Pacific Territories asked the Northwest Regional Educational Laboratory of Portland, OR [which is one of the flagship laboratories supported by the Institute] acting on their behalf, to submit a proposal to the Institute for a program of increased research and development services for the Pacific Basin.

In September 1983, the Institute reviewed the proposal and approved a $50,000 award to support the initial activities requested.

A measure of the Institute's commitment to this project's success lies in the fact that we took this step in the face of extreme budget constraints within our Agency. We made that commitment because we are concerned about the special, diverse and often unmet educational needs of the children of Hawaii and the Trust Territories of the Pacific.

These needs have been well-documented by the findings of the recent report of the Native Hawaiian Educational Assessment project.

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I would like at this point, Senator Stafford, to let you know that I am particularly grateful to a very fine and outstanding member of your staff, Polly Gault, who early on in my tenure at NIE brought this project to my attention, and made it possible for me to be briefed on it. In fact, it was in November 1982, prior to my being confirmed by the Senate.

I had the privilege of meeting with members from Hawaii, who briefed the National Institute of Education and Department staff on the findings of the report. I had the opportunity to become acquainted with Myron Thompson at that point, and ever since then I have taken a deep interest in this very important project.

Mr. Chairman, I am also pleased to report to you that the Chief State School Officer, and others on the project's Policy Board have already held a formal constituting meeting. During that session, the designation of the Northwest Laboratory as the initial legal entity for the project's activities was reaffirmed. The Board is in the process of developing an agenda of research, development, dissemination and technical assistance to meet the needs of Hawaiian children in the Pacific Basin, and to make sure that we address priorities and needs that were reported as part of the Native Hawaiian Educational Assessment project.

The Institute expects to receive the Policy Board's proposal on these activities in April of this year. It is anticipated that the proposal will include: a long-range program of educational research based upon the needs assessment that was conducted earlier; a plan for increasing the capacity of the State of Hawaii to play a more active role in educational research, and; an assessment of the performance and effectiveness of the proposed program.

The Northwest Regional Laboratory is one, as I indicated, of a number of laboratories supported by NIE. We are particularly pleased that the Northwest Lab could play such an important role in this very worthy program.

The Policy Board of the Pacific Basin has informed the Institute that it wishes to continue the fruitful work that has been started. The Institute will continue to exert every effort within its available means to ensure that educational excellence is available to all children in Hawaii and the Pacific Basin area.

Mr. Chairman, we are committed to contributing to this worthy aim by continuing to support appropriately focused activities in educational research to address the needs of the Pacific Basin.

I appreciate the opportunity to appear before you this morning.

Senator STAFFORD. Well, thank you very much, Doctor.

Senator Matsunaga, do you have any questions of Dr. Justiz?

Senator MATSUNAGA. Yes.

Dr. Justiz, I wish to thank you for your keen interest in native Hawaiian children. I am truly happy that you were able to meet the foremost advocate of education for the native Hawaiian, Myron (Pinky) Thompson. I am sure you were influenced in the right direction.

Can you tell us what the timetable is for establishment of a center in Hawaii?

Dr. JUSTIZ. Senator, in fact, we are expecting to have the proposed rulemaking for the fiscal year 1985 competition of laboratories and centers published in the Federal Register tomorrow.

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Senator MATSUNAGA. Tomorrow?

Dr. JUSTIZ. And in the proposed rulemaking you will find that there are two options for the Pacific Basin. One of the proposed options is that it continue as a service region for the Northwest Laboratory.

The other option is that the area become a region by itself, in which a full-fledged laboratory could be put in place. It will have, of course, a 30-day period of public comment, and we will take that public comment into very serious consideration before making any kind of an announcement on the regions. We then expect to make planning awards for laboratories by December 4, 1984, and the final awards will be made on June 28, 1985.

Senator MATSUNAGA. Fine; thank you very much.

Senator STAFFORD. Senator Inouye.

Senator INOUYE. I would like to join my colleague in publicly thanking Dr. Justiz, for not only his interest, but his commitment to the cause of helping the Hawaiian children.

Thank you very much.

Senator STAFFORD. Doctor, let me add my commendation for your work. We are happy you are here. You have been helpful to this committee in its deliberations.

Thank you very much.

Dr. JUSTIZ. Thank you, Mr. Chairman.

Senator STAFFORD. We will next ask the first panel of the morning, if they would come forward. Mr. Myron Thompson, who is chairperson, Native Hawaiian Educational Assessment Project, Kamehameha Schools/Bishop Estate, Honolulu; and Dr. Robert Rath, executive director, Northwest Regional Educational Laboratory, Portland, OR.

Gentlemen, we have to tell you that one of our problems always is lack of time here, and we hope you can summarize your statements in about 5 minutes. We have this traffic cop system in front of you, which will give you a warning when your 5 minutes are up.

I guess, if you have no agreement between yourselves as to who goes first, we would start with you, Mr. Thompson.

Senator MATSUNAGA. Mr. Chairman, in order to sweeten his testimony, he brought with him pineapples from Hawaii, and we wish to present one of them to you, in the spirit of aloha, of course.

Senator STAFFORD. Well, thank you very much. That certainly will make an impression.

Mr. Thompson.

STATEMENTS OF MYRON B. THOMPSON, TRUSTEE, KAMEHAMEHA SCHOOLS/ BERNICE P. BISHOP ESTATE; CHAIRPERSON, EXECUTIVE STEERING COMMITTEE OF THE NATIVE HAWAIIAN EDUCATIONAL ASSESSMENT PROJECT, HONOLULU, HI; AND DR. ROBERT R. RATH, EXECUTIVE DIRECTOR, NORTHWEST REGIONAL EDUCATIONAL LABORATORY, PORTLAND, OR

Mr. THOMPSON. Good morning, Chairman Stafford, Senator Matsunaga and Senator Inouye and members of the subcommittee. My name is Myron Thompson. I am a trustee of the Kamehameha Schools, and chairperson of the Executive Steering Committee——

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Senator STAFFORD. Could you pull the mike up a little, Mr. Thompson? The microphones in this building are not good ones, and if we do not speak directly into them, our guests will not be able to hear.

Mr. THOMPSON. Thank you.

I am the chairperson of the Executive Steering Committee of the Native Hawaiian Educational Assessment Project.

Mr. Chairman, it is obvious to me that we do not need to continue with this hearing. This panel is well versed with our study, and the ideological reasons for all the troubles that we are having in Hawaii, but, however, we have come a long way, so I am going to take the time, the 5 minutes that I have been allotted, and I would like to thank you for this opportunity you provided for us.

I am here to discuss the project's findings and the concern that you, Senator Stafford, raised: "How effective are local, State, and Federal programs in serving native Hawaiian students, especially in light of the special health, social, and psychological needs of such children?"

My comments are organized around three questions: (1) What are the needs of native Hawaiian children? (2) How effective are Federal programs in addressing these needs? and (3) What measures can be taken to address these identified needs?

What are the needs? We isolated three categories. (1) Basic skills achievement needs. Hawaiian students in our public school system score below parity with national norms in reading and math. On the local level Hawaiian youngsters are at the bottom of most measures of educational achievement. (2) Special education needs. These students are overrepresented on 32 indicators of special needs. In addition, Hawaiians have a life expectancy that is from 5 to 10 years shorter than others in Hawaii. (3) Culturally related needs. Hawaiians have increasingly become strangers in their own land. Their behavior manifests itself in depression, selfdisparagment, and therefore, inferior scholastic achievement.

As to the question, How effective are Federal programs?

Current Federal programs do not sufficiently address these identified needs.

One, there are no programs which target basic skills of native Hawaiian students.

Two, programs such as bilingual education, impact aid, and Indian education do not benefit these students.

Three, programs such as chapter I partially benefit Hawaiian students. However, the majority of "at risk" native Hawaiian youngsters are not benefiting from such programs.

In addition, there are important conceptual reasons why current efforts are not meeting the needs of these children.

First, chapter I programs reflect a high degree of remedial instruction, generally using traditional teaching approaches. These approaches are alien to the style of learning of our children. Twelve years of research by our staff with Hawaiian children, and recently with Navajo youth in Rough Rock, AZ indicates that when the culture of the school is compatible with the culture of the child, academic achievement improves remarkably.

Second, poor achievement by most Hawaiian students is a result of their depressed orientation toward living. This is reflected in the

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attitude that "I am not good enough, therefore, I cannot achieve as well as others."

Senator Matsunaga explained the ideological basis for this kind of attitude among these youngsters. For these reasons it is important to target funds to accommodate the cultural needs as well as to address the depressive mindset of this group of children. Such targeting will enable them to become a part of the mainstream of the United States.

What measures should be taken? We recommend three approaches:

First, preventive. We recommend the creation of five infant, child, and family development centers located throughout the State.

Second, remedial. We recommend the creation of a Pacific Region Educational Laboratory, to which Dr. Justiz referred. In addition, we recommend such financial support, as is provided under the Indian Education Act, for culturally and psychologically sensitive programs of teacher training, tutoring, counseling, and cultural studies.

Third, prospective. In this area, Mr. Chairman, your subcommittee may consider the inclusion of: (a) legislative language which would enable native Hawaiian children to be served by the Vocational Education Act, an act which already benefits other native Americans; and (b), special scholarships to assist Hawaiian students who wish to pursue higher educational opportunities.

The cost of these recommendations is under $5 million a year. With such a range of programs, we foresee a time when native Hawaiian children will no longer require special Federal assistance.

In summary, the problems of native Hawaiian children are many and complex. To solve them will require a broad base of support from Federal, State, and private sources. Kamehameha Schools will cooperate in the design and funding of these programs.

Chairman Stafford, I thank you and your committee members for your interest and attention. I will be pleased to answer any questions you may have.

[Responses to additional questions by Senator Matsunaga and the prepared statement of Mr. Thompson follow:]

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RESPONSES TO QUESTIONS BY SENATOR MATSUNAGA

Mr. Matsunaga:
Implied in your recommendation of set-aside funding is a recognition of Hawaiians as a group for which the federal government has some special responsibility. Could you briefly explain to this committee the basis of this contention?

Mr. Thompson:
Included in testimony presented to the Senate Select Committee on Indian Affairs (March 21, 1984) is a statement prepared by Dr. Pauline Nawahineokala'i King, Professor of History at the University of Hawai'i, addressing this issue. Dr. King's testimony cites the long tradition of mutual interest between Americans and Hawaiians, starting with first contact in the 1790's. During the 1800's these interests were reified in a series of treaties, including the Reciprocity Treaty of 1887. After the overthrow of the Hawaiian monarchy, the special trust relationship with the Hawaiian people was indicated in the Hawaiian Homes Commission Act of 1920.

More recent legislation to the same effect was cited in a Congressional Research Service paper prepared for Senator Daniel K. Inouye and dated November 2, 1983. This paper lists seven specific pieces of legislation since 1974 which have included statutory language targeting the special needs of Native Hawaiians as Native Americans. This report points out that:

> "The same reasoning that was used to infer a trust relationship between the United States government and the Indian tribes would seem to be capable of being applied to the relationship with Native Hawaiians."

Still earlier testimony to the Senate Select Committee on Indian Affairs presented May 30, 1979 by Ronald Albu covers other legal definitional issues which all support the contention that Native Hawaiians "fit the class of Indians defined to be American aboriginals."

It is our contention, borne out by tradition, treaties, and trust relationships already established that, very simply, Native Hawaiians are Native Americans. We ask only consideration equal to that afforded other Native American groups in our quest for self-sufficiency.

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Mr Matsunaga:

Your written testimony includes evidence that Hawaiians in private schools are performing above national averages. If the performance of Hawaiians in public schools were considered together with the achievement of their counter parts in private schools, would the group's combined profile still fall below the national norm?

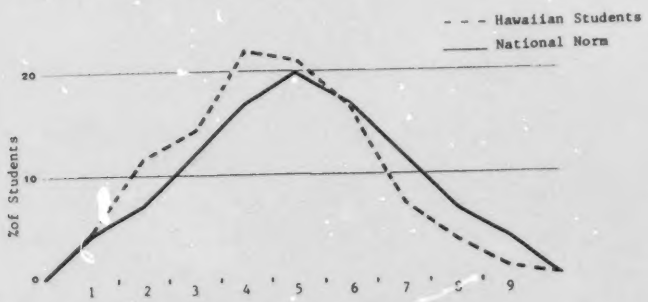
Mr. Thompson:

Available evidence concerning private schools in Hawai'i makes a simple conclusion difficult, if not impossible. Whereas the public school system conducts a statewide testing program, private schools use many different tests and administer them at different grade levels.

An estimate can be made, however, based on the scores of those private school students who did take the same tests at the same grade levels as the public school students. The estimated composite profile is still below national norms.

The basic problem is that by far the majority of Hawaiian students (approximately 80% at the time of our study) are and will continue to be educated in Hawai'i's public school system. This is where successful intervention must occur if Native Hawaiians are ever to reach parity with national norms.

Estimated Hawaiian Public/Private School Composite
Based on 1980-81 Stanford Achievement Test, 4th Grade, Total Reading



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Could you cite examples of projects or programs resulting from partnerships developed between federal and state governments and The Kamehameha Schools/ Bishop Estate?

The specific immediate goal is to ensure that Hawaiian young people as a group attain levels of educational achievement at least on a par with students nationwide.

In pursuit of this goal we are currently expending approximately 40% of our Schools' budget (some nine million dollars annually) on efforts to benefit the 80% of all Hawaiian children who attend public school in Hawai'i. Many of these efforts are in active partnership with the State Department of Education in conjunction with federal educational initiatives. We fervently seek and support cooperative federal, State, and private interaction in meeting the educational needs of Native Hawaiians.

For example, for some twelve years now, the KS/BE has worked in close cooperation with the Hawai'i State DOE on the research and development effort called KEEP, the Kamehameha Early Education Program. KEEP has recently conducted joint research with the Rough Rock School in Rough Rock, Arizona, supported by federal funding through the Indian Education Act.

KS/BE has worked hand-in-hand with the DOE in the development and dissemination of Hawaiian cultural studies through such programs as Nā Pono, a mobile Hawaiian studies van, Explorations, a one-week live-in experience for fifth graders, and Ahahui 'Olelo Hawai'i, an association of teachers of the Hawaiian Language.

Our Nā Ho'okama scholarship program assists Hawaiian students pursuing higher education in Hawai'i. The counselors in the program work with the students as well as with officials in the University of Hawai'i and other institutions of higher education to help all students take advantage of all possible financial aid opportunities, including federal and other private scholarship programs.

The Continuing Education Program at KS/BE conducts Adult Basic Skills pro-

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grams in conjunction with the State DOE and federal Adult Basic Education effort. These programs, jointly funded and leading towards adults receiving their high school equivalency diploma (GED), are conducted in cooperation with other public and private agencies in what is called an interagency model.

Thus, the partnerships we have established with the Hawai'i State DOE and with federal efforts through the State span the age range of lifelong learning. We feel that these have set the stage for further cooperative efforts to benefit Native Hawaiian students of all ages.

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Mr. Matsunaga:

You recommend that Native Hawaiians be included in those provisions of the Vocational Education Act now available to other Native Americans. Can you elaborate on some of the programs which this might provide for Native Hawaiians? For example, what are "culturally-related vocational opportunities?"

Mr. Thompson

In my testimony I have recommended both that Native Hawaiians be included in the Native American provisions of the Vocational Education Act and certain specific kinds of programs for Native Hawaiians be conducted. These have been recommended because they address some of the unique problems facing Native Hawaiians identified by the Native Hawaiian Educational Assessment Project.

Area Vocational Centers, or AVC's, for example, address the need for reducing the negative effects of rural isolation. They would bring specialized job skills training to areas where Hawaiian students are not likely to receive it otherwise. Just recently, in the Honolulu press, a series of letters to the editor from students at remote Ka'u High School on the Big Island bemoaned the lack of any computer or high technology related courses, courses which are routinely offered in urban schools.

The culturally-related vocational development idea would capitalize on some unique opportunities which the Hawaiian context provides. There are many Hawaiian historical sites, for example, which have become famous landmarks and tourist attractions: the pu'uhonua or City of Refuge in Kona, for instance. Many others await development, even discovery. "Historical site technician," might be the job title for one trained in the culturally appropriate development of such sites. Aquaculture was a major economic force in ancient Hawai'i. There are many fishponds remaining today which, with modern technology and ecology, might be regenerated. Even training for social workers, psychologists and psychiatrists in the Hawaiian family therapy system called ho'oponopono could be developed.

The goal here is to train modern young Hawaiians to produce economically viable products and services using both existing cultural resources and today's technology in order to meet the demands of tomorrow's job market.

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Mr. Nakamura

You recommend increasing the scholarship opportunities available directly to Native Hawaiian students seeking higher education. What are the limits to the scholarships which are now available? How would this expand the choices for Native Hawaiians in higher education?

Mr. Thompson

Our NHEAP was conducted under the aupices of the Office of Elementary and Secondary Education. We did not, therefore, examine post-secondary education in great depth. We did, however, determine that Native Hawaiians are grossly under-represented in higher education at the University of Hawai'i particularly the 4-year, baccalaureate-granting campuses.

We know from experience with our own scholarship program, called Nā Ho'okama, that financial need is an often cited reason for Hawaiian students not attending higher education. We know that there is both a lack of awareness of scholarship opportunities and a reluctance to apply. About 25% of the Hawaiian students at the Manoa Campus of the University of Hawai'i receive financial aid from Nā Ho'okama. It is estimated that many more need financial assistance.

Another need experienced by many Native Hawaiian students seeking higher education is for counseling and guidance services. The university setting can be a difficult cultural interface for many Hawaiian students, even those who are academically capable and motivated. Our Nā Ho'okama program thus supplements financial assistance with a counseling component aimed at assisting Hawaiian students with attending and completing their course of study.

Although we have had much demand for our scholarship and counseling assistance, our capabilities are limited. At present, Nā Ho'okama recipients must attend an institution for higher education in Hawai'i. Expanded scholarship opportunities would permit more mainland and graduate school study, supported by appropriate counseling services.

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Mr. Nakamaye:

Does your Needs Assessment indicate that Native Hawaiian self-sufficiency is in fact within our reach?

Mr. Thompson

We feel strongly that Native Hawaiians can achieve self-sufficiency in the foreseeable future.

We believe that the complex negative cycle started by the loss of Hawaiian culture can be broken through the comprehensive approach we are suggesting in the educational area.

There is good news along with the problems. Our Needs Assessment discovered areas of progress and strength along with areas of severe need. In standardized testing, for example, steady improvement has occurred for Hawaiian students in the last 8 years.

They remain below national norms, however, and even farther below other major ethnic groups in Hawai'i. With the extra help which could be provided by the proposed federal, state, and private partnership, we predict that Native Hawaiians will achieve parity with national and local norms by the year 2000. No further federal assistance will then be needed.

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Mr. Nakamaga

Overall, you seem to be saying, "Include Native Hawaiians in those federal programs which benefit other Native Americans." If the appropriate changes could be made in existing legislation, including the Indian Education Act and the Vocational Education Act, would this be sufficient? In other words, are you proposing any <u>new</u> legislation in support only of Native Hawaiians?

Mr. Thompson

No, we are not proposing new legislation. We seek only to be included on a parity basis with other Native Americans. Existing legislation, so amended, can well support the kinds of programs we recommend.

We realize, however, that funds for existing programs are limited. We certainly do not wish to increase the degree of competition among Native Americans for these eagerly sought resources. Truly we are all brothers in our common quest for self-sufficiency.

Therefore, along with changes in specific statutory language, we are seeking increases in appropriations commensurate with the scope of Native Hawaiian need.

These are not large amounts we seek nor major policy revisions. The exciting prospect is that this effort can pay off handsomely for Native Hawaiians, other Native Americans, and for the country as a whole. Hawaiians very much want to be an American success story.

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Mr. Manahan:

How effective has the federal Chapter I program been in responding to the special needs of Native Hawaiians, and what recommendations would you make for improving compensatory education programs which serve Hawaiian children?

Mr. Thompson:

Chapter I of the Education Consolidation and Improvement Act (ECIA) of 1981, formerly Title I of the Elementary and Secondary Education Act (ESEA) of 1965, has operated "in recognition of the specific educational needs of children of low-income families." Funds are provided on the basis of numbers of children from low-income families. The selection of eligible students is then made on the basis of low scores on standardized achievement tests. By definition then, Chapter I is striving to meet a need based on economically related educational disadvantage. Because many Hawaiian families are economically disadvantaged, many Hawaiian children do benefit from Chapter I programs.

Current funding levels for Chapter I allow services to be provided to only about 60% of all eligible students in Hawai'i. The Native Hawaiian Educational Assessment Project (NHEAP), by describing the entire curve of achievement test scores, allows us to estimate that about 14% of all Hawaiian students are among those who participate. Another 16%, however, are in the group of students who are eligible but who do not participate because of funding limitations. Evaluations of Title I programs in Hawai'i have indicated positive results in terms of achievement increases. Therefore, increasing the funding levels, permitting more eligible students to participate, would benefit Hawaiian students.

Beyond simply increasing the numbers of students who could benefit from Chapter I programs, however, there are more important conceptual reasons why Chapter I is not able to meet the needs of Hawaiian students. NHEAP data indicate that the achievement pattern of Hawaiian students still lags behind national and local norms, and programs based on economic differences do not address cultural needs. That is, Chapter I programs, even those using the best available methods, are taking those methods from the set of educational technology representing "mainstream" education. It is just this tradition which has been found

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to cause alienation and depressed performance among Hawaiian students. This is why we have recommended a set of programs which specifically target unique Hawaiian needs. The inclusion of Native Hawaiians in those existing federal efforts for Native Americans such as the Indian Education Act would ensure this specificity.

To summarize, we have found that Chapter I programs, targeting economically related educational disadvantage, have had only limited impact on the needs of Native Hawaiian students. We recommend:

1. Increasing funding for Chapter I; and
2. Supplementing Chapter I with efforts targeting the unique needs of Native Hawaiians. This could be accomplished by including Hawaiians in existing federal programs for Native Americans.

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What recommendations would you make for improving the delivery of federally supported bilingual education services to Native Hawaiian children?

The Hawai'i State Department of Education currently administers a total of seven grant programs under the auspices of the federal Office of Bilingual Education and Minority Languages Affairs. In 1983-84, these received $1,175,773 in federal funds. None of these programs involves Hawaiian children. The largest groups of students who do benefit from these programs are Filipino, Samoan, and Indochinese children. Only a very small group of Hawaiian children are considered by current definitions to have limited English proficiency. A bilingual program for these children has been conducted in the past but the Title VII funding was discontinued this past school year. The Kamehameha Schools/ Bernice P. Bishop Estate is currently funding the continuation of this effort to provide instruction in the Hawaiian language at the Waimea Canyon School on the island of Kaua'i.

The basic reason Hawaiian students do not now benefit from bilingual programs is that they do not grow up speaking a language other than English. They do, however, grow up speaking a variant of English called Hawaiian Creole, or, more commonly, "pidgin." While linguistic studies indicate that this is not cognitively limiting, it does create barriers in that the children must learn also to master the Standard English required in the classroom. Our NHEAP studies indicate, for example, that vocabulary is a severely limited skill among Hawaiian children, particularly in the lower grade levels.

We are supportive, therefore, of efforts by the State Department of Education to broaden the scope of bilingual efforts to include Hawaiian Creole as a "native language."

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TESTIMONY

**For the Senate Labor and Human Resources Committee
Sub-Committee on Education, Arts and Humanities**

**by MYRON B. THOMPSON
The Kamehameha Schools/Bishop Estate
Honolulu, Hawaii**

March 22, 1984

Good morning Chairman Stafford and members of the sub-committee.

My name is Myron Thompson. I am a trustee of The Kamehameha Schools/Bishop Estate, an educational institution in Honolulu, established in 1887 for the purpose of educating children of native Hawaiian descent. Currently, about 40% of the annual educational expenditures of our private school is devoted to the improvement of public education in Hawaii. This amounts to about $9 million per year.

Early last year I was asked by Secretary of Education Terrel Bell to chair the Executive Steering Committee for the Native Hawaiian Educational Assessment Project. The purpose of this project was to quantify the severity and scope of the educational needs of native Hawaiians and to determine what could be done to improve the situation. Our final report was presented to Secretary Bell in March of 1983.

I am here today to discuss what you, Senator Stafford, have characterized as "...the dominant question" raised by this and other efforts to obtain federal assistance in meeting the educational needs of native Hawaiians: "How effective are local, state, and federal programs in serving native Hawaiian students, especially in light of the special health, social, and psychological needs of such children?"

My response to this vital concern is organized in three sections.

1) What are the educational and special health, social, and psychological needs of native Hawaiians?

2) How effective are federal programs in addressing these needs? And

3) What measures should be taken to improve existing programs and to address needs that are as yet unmet?

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Through this comprehensive survey of testimony, data, and social science analysis, we found that native Hawaiians are a group at risk, virtually from birth. Almost every facet of the child's development is hampered by poor conditions. These conditions all contribute to forming a group of children who have low educational achievement.

SUMMARY OF THE FINDINGS

Three categories of need are identified in the Native Hawaiian Educational Assessment Project. They are:

1) Standardized Achievement Needs;
2) Special Educational Needs; and
3) Culturally-related Academic Needs.

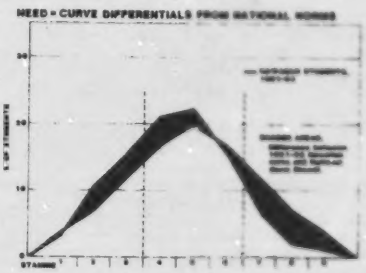
My testimony will highlight the findings in each of the three categories and recommend programs that will meet these needs.

I. Hawaiian students score below parity with national norms on standardized tests in reading and math.

In the area of student achievement, the needs of 42,000 school-age Hawaiians were assessed. This represents the combined enrollment of Hawaiians in Hawaii's public and private schools. An analysis of performance on standardized achievement tests yields the following points with respect to the performance of Hawaiian students in relation to others:

2) Hawaiian students in our public school system score below parity with national norms.

Figure 1



The educational needs of Hawaiian students may be defined as any difference between their achievement in comparison to a national norm. The differences shown above indicate a need for programs designed to reach Hawaiian students of all ability levels. The intended effect of the intervention would be to move the entire group's achievement profile toward or above the national norm.

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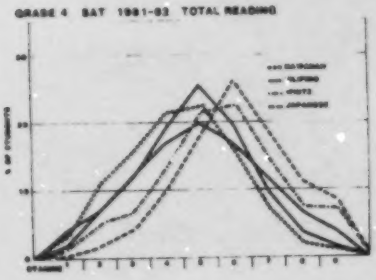
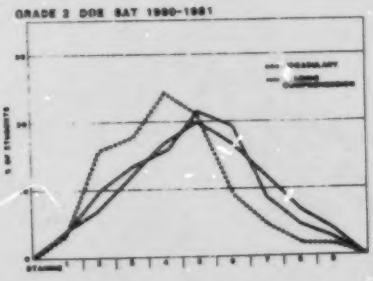
b) Hawaiian students face stiff competition in the form of Caucasian and Japanese students whose performance exceeds national norms.

Figure 2



c) Hawaiian students consistently score higher on some subtests than others.

Figure 3



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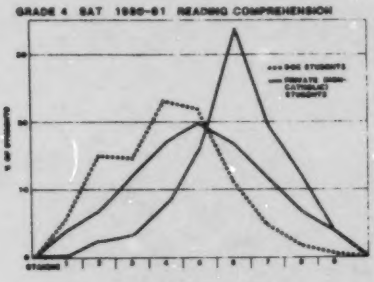
page 4

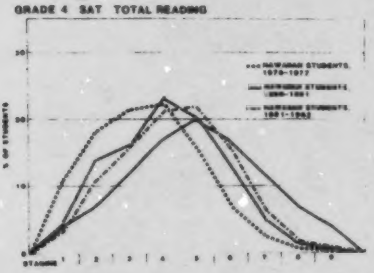
d) Hawaiian students in Hawaii's private schools score well above national norms on standardized tests. And

Figure 4



e) The scores of Hawaiian students in the DOE have consistently and significantly improved over the past decade.

Figure 5



In sum, these findings demonstrate that, while some progress has been made, the majority of Hawaiian students continue to score below national norms and well below other major groups in Hawaii on tests of achievement.

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II. Hawaiian students have a disproportionate number of special educational needs that pose barriers to educational achievement.

A second major area of need outlined in the NHEAP report is that Hawaiian students face a plethora of special educational needs which are not measurable by, but do influence performance on, standardized tests. The needs in this category can be organized into six general areas:

1) Socioeconomic Status: the final report contains numerous indicators that the socioeconomic status of Hawaiians as a group is lower than one would expect. The report also presents substantial evidence that low socio-economic status correlates with low educational achievement.

Figure 6

KEY SOCIAL INDICATORS: STATISTICAL COMPARISON BETWEEN HAWAIIAN ADULTS AND ADULTS STATEWIDE

	STATE POP.	HAWN. POP.
Less Than High School Education	24%	30%
College Degree	16%	5%
Unemployed	4%	6%
Near or Below Poverty	16%	23%
Insufficient Income for Family Size	22%	35%
Profession, Technical, Managerial	27%	19%
Welfare Recipients	15%	22%
Income Less Than $4,000/Year	26%	31%
Median Income	$7,400	$6,900
Criminal Offenders	.5%	1.2%

of Total:
- Prosecutions Authorized – 62% Native Hawaiians
- Incarcerated – 47% Native Hawaiians
- Juveniles on Probation– 41% Native Hawaiians
- Adults on Probation– 35% Native Hawaiians

Source: Alu Like Needs Assessment Survey, 1979.

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2) Physical Health: Hawaiians are plagued with a susceptibility to a wide array of physical health disorders which are barriers to educational achievement or can be addressed through educational programs. The range of these health concerns is indicated by a relatively low life expectancy and a high incidence of affliction by specific diseases that lead to the victim's death or leave the afflicted with a lifelong physical handicap.

Figure 7

Estimated Life Expectancy at Birth by Ethnicity, 1910 - 1970

	Caucasian	Chinese	Filipino	Hawaiian Part-Hawaiian	Japanese	Other[1]	Total	Range[2]
1910	52.90	56.36	N/A	30.28	49.09	10.59	43.61	26.08
1920	57.02	54.75	32.95	35.03	51.22	28.95	46.91	24.07
1930	62.39	59.60	49.88	42.92	59.89	35.40	54.82	19.47
1940	64.91	65.05	62.92	52.35	67.46	53.99	62.84	15.11
1950	69.64	69.82	69.74	62.64	72.57	67.63	69.63	9.93
1960	72.78	73.83	71.64	64.94	75.55	62.72	72.32	10.61
1970	73.19	76.10	71.79	67.46	77.30	76.88	73.97	9.84
Male	70.68	74.78	70.21	65.05	75.71	75.25	72.03	10.66
Female	74.04	77.60	75.54	69.91	78.93	78.39	76.37	9.02

[1] The 1910 tables for all ethnicities and the "Other" tables for all years should be viewed skeptically.

[2] Highest minus lowest expectancy; excludes "Other."

Source: Gardner, 1980, no 5, pp. 221-226. Cited in Schneiders, 1981.

3) Mental Health: Testimony, data, and research analysis suggest that a variety of stressful forces or conditions exist in the lives of many Hawaiians. These conditions have generated depression or resulted in problems in areas such as childrearing, interaction with others, and school behavior.

Figure 8

Confirmed Child Abuse and Neglect by Ethnicity of Victim, 1975-1979

Ethnicity of Victims	1975 Abuse	%	Neglect	%	1976 Abuse	%	Neglect	%	1977 Abuse	%	Neglect	%	1978 Abuse	%	Neglect	%	1979 Abuse	%	Neglect	%
Hawaiian	70	26.7	47	29.2	142	36.3	68	28.0	171	31.0	95	32.8	199	27.0	84	22.6	160	22.4	69	17.6
Caucasian	66	25.2	60	37.3	78	19.9	80	32.9	137	24.9	94	32.4	168	22.8	104	28.0	150	21.0	131	33.3
Asian	44	16.8	19	11.8	38	9.7	13	5.3	56	10.2	28	9.7	162	22.0	84	22.6	196	27.5	103	26.0
Samoan	25	9.5	3	1.9	16	4.1	9	3.7	37	6.7	7	2.4	54	7.3	12	3.2	54	7.6	5	1.3
Filipino	14	5.3	15	9.3	33	8.4	17	7.0	49	8.9	15	5.2	43	5.8	18	4.8	45	6.3	28	7.1
Japanese	2	.8	4	2.5	11	2.8	9	3.7	13	2.4	12	4.	15	2.0	6	1.6	25	3.5	6	1.5
Other	41	15.6	13	8.1	73	18.7	47	19.3	86	15.6	39	13.4	97	13.1	64	17.2	81	11.4	54	13.6
TOTAL	262	100.0	161	100.0	391	100.0	243	100.0	551	100.0	290	100.0	738	100.0	372	100.0	713	100.0	396	100.0

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page 7

4) Alienation: For a variety of reasons, many Hawaiians are alienated from the major institutions in our society. This feeling of alienation leads to and is signaled by such indicators as: crime, substance abuse, and high absenteeism.

Figure 9

RATES OF EXCESSIVE ABSENTEEISM IN TEN DOE SCHOOLS

SCHOOL	% OF STUDENT BODY	% OF HAWAIIAN STUDENTS
1	80.5	88.9
2	53.9	55.2
3	51.9	59.8
4	51.9	58.1
5	48.2	79.7
6	47.3	60.8
7	43.6	60.8
8	43.2	71.6
9	43.2	64.9
10	36.4	54.1

Absenteeism is an indicator of alienation from the traditional school setting. The table above indicates that the percentage of Hawaiian students who are excessively absent (20 or more days absent per semester) is disproportionately higher than other students.

5) School System Barriers: The problems experienced by a school system tend to have their most dramatic impact upon those students who have special needs. Consequently, any problems experienced by the State Department of Education in maintaining a modern curriculum, adequate funding, or programs for students who are handicapped or have other special learning needs tend to have a more pronounced effect on Hawaiians than students who are thriving within the school system.

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Figure 10

Percent Distribution by Ethnic Group for 16 Special Education Diagnoses, State of Hawaii Public Schools, 1980-1981

	PERCENT OF TOTAL SCHOOL ENROLLMENT	PERCENT OF SPECIAL EDUCATION ENROLLMENT	SPECIFIC LEARNING DISABILITIES (N = 7,746)	SPEECH IMPAIRED (N = 1,260)	MENTALLY RETARDED EDUCABLE (N = 638)	EMOTIONALLY DISTURBED (N = 1,018)	MENTALLY RETARDED TRAINABLE (N = 498)	MENTALLY RETARDED SEVERELY/PROFOUNDLY (N = 199)	ORTHOPEDICALLY HANDICAPPED (N = 172)	HARD OF HEARING (N = 163)	PRESCHOOL LEARNING IMPAIRED (N = 138)	DEVELOPMENTALLY HANDICAPPED (N = 136)	DEAF (N = 136)	MENTALLY RETARDED SEVERELY (N = 80)	PARTIALLY SIGHTED (N = 27)	MENTALLY RETARDED PROFOUNDLY (N = 27)	BLIND (N = 26)	DEAF AND BLIND (N = 8)
Percent of Special Education Enrollment			60.1	14.8	6.9	5.2	2.9	2.9	1.4	1.2	1.1	1.1	1.1	.7	.2	.2	.2	.1
Caucasian	24.5	25.2	13.7	30.5	18.5	34.7	24.8	39.6	25.0	21.2	20.1	22.1	20.0	15.5	27.6	14.8	25.5	20.0
Hawaiian	20.4	31.8	36.4	23.4	30.0	22.6	17.8	24.8	24.0	26.9	31.0	24.3	33.1	20.3	22.2	25.9	15.0	30.0
Japanese	18.7	9.6	7.6	16.2	8.3	8.1	17.0	7.2	17.4	12.1	7.2	8.1	10.0	26.2	7.4	18.5	15.0	20.0
Filipino	18.7	15.4	14.4	13.8	24.3	13.6	20.9	13.4	9.3	24.1	15.8	19.1	18.5	25.0	22.2	14.8	40.0	10.0
Chinese	3.8	2.2	2.0	3.0	1.8	1.7	.5.0	1.7	4.1	.7	2.9	5.1	3.1	3.6	0.0	3.7	0.0	0.0
Samoan	3.2	4.8	5.2	2.8	8.5	3.8	5.8	1.1	5.8	5.7	2.9	2.9	3.1	1.2	3.7	7.4	0.0	0.0
Hispanic	2.0	3.5	3.9	2.3	3.5	3.3	3.3	3.6	4.1	3.8	4.3	5.1	3.8	1.2	0.0	0.0	0.0	10.0
Korean	1.8	1.0	.8	1.7	.6	.6	1.1	2.2	2.3	.7	2.2	2.9	2.3	0.0	0.0	3.7	0.0	0.0
Black	1.4	1.7	1.6	1.4	1.5	3.3	1.1	1.9	0.0	1.4	5.0	0.0	1.5	0.0	0.0	0.0	0.0	0.0
Other	5.3	4.8	4.6	5.0	2.8	6.3	2.8	4.5	7.0	4.2	8.6	10.3	4.7	6.2	14.8	3.1	0.0	10.0
Percent of School Enrollment			7.5	4.5	1.1	.5	.4	.2	.2	.1	.1	.1	.1	.1	.1	–	–	–

Source: Data obtained from State of Hawaii Department of Education, 1981.

6) Environmental Barriers: For economic and cultural reasons, disproportionate numbers of Hawaiians live in rural neighbor island communities (Hawaii, Maui, and Kauai) which have educational environments that, while rich in certain historical, cultural, and natural respects, tend to be deficient in many crucial areas (e.g., quality of facilities).

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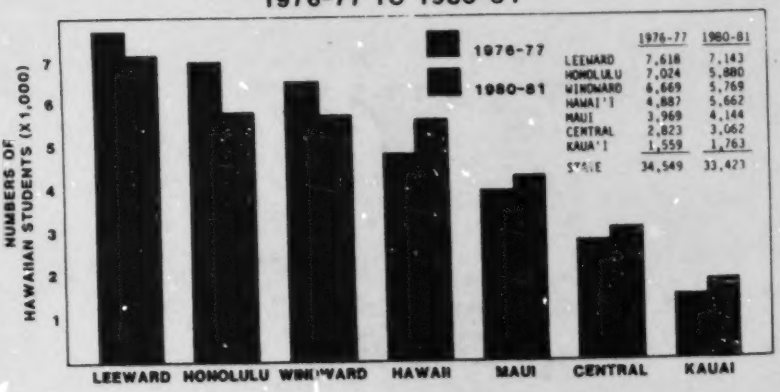
Figure 11

HAWAIIAN STUDENTS BY DOE DISTRICTS,
1976-77 TO 1980-81



	1976-77	1980-81
LEEWARD	7,618	7,143
HONOLULU	7,024	5,880
WINDWARD	6,669	5,769
HAWAI'I	4,887	5,662
MAUI	3,969	4,144
CENTRAL	2,823	3,062
KAUA'I	1,559	1,763
STATE	34,549	33,423

III. Cultural behavior and background affect academic achievement.

The last need area deucribed in the report revolves around culture. For many Hawaiians, culture is the basis of their self-concept and identity. This can be a positive and negative factor.

On the one hand, the report contains many pages of testimony and writings indicating that Hawaiians are affected adversely by the loss of their culture. It is widely acknowledged that the events of history have conspired to suppress Hawaiian values, lifestyle, language and beliefs.

There are numerous indicators of problems at the points where the Hawaiian culture meets and interacts with the dominant culture. The classroom is one such point.

Many Hawaiians also acknowledge that they have erected culturally-related barriers of their own making, through negative self-attributions or internal dissension.

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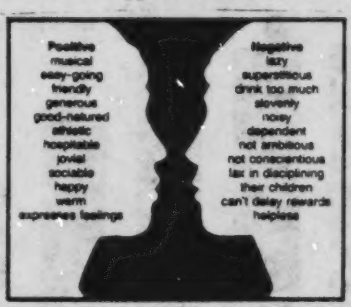
page 10

Likewise, barriers have been created by those representing the dominant culture through stereotyping and the widespread use of a culture-bound school curriculum.

Figure 12
Stereotypes of Hawaiians



Stereotypes of Hawaiians, both positive and negative, tend to exert subtle pressures on individuals to fit prior expectations, making it difficult for them to develop their unique characteristics and skills.

In addition, the preservation of Hawaiian culture has been uneven. There is much about themselves and the ways of their ancestors that Hawaiians do not know. This makes the need for continued support for Hawaiian and multi-cultural studies particularly strong.

The recurring theme of these various conditions of cultural need emphasizes self-disparagement, feelings of inadequacy, fear of failure as well as fear of success, alienation, hopelessness and helplessness, and depression. These symptoms characterize the culture loss/stress syndrome.

This syndrome relates to the rapid and severe culture loss experienced by Hawaiians since the advent of "western" culture, beginning with the discovery voyages of Captain James Cook in 1778. The syndrome includes lowered school performance among Hawaiian children and, thus, indirectly as well as directly contributes back to negative social outcomes for Hawaiians. Figure 13 graphically depicts this causal chain. Implicit within this notion is a feedback loop which makes the cycle self-perpetuating. That is, without intervention, one would expect further cultural disparity, further culture loss, more depression, and increased social failure over time.

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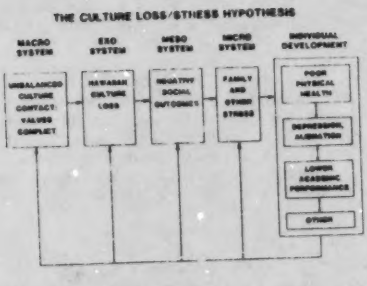
Figure 13



On the positive side, it is clear that many Hawaiians derive considerable strength and pride from their culture. The community's renewed interest in and emphasis upon things Hawaiian have been a source of revitalization and encouragement for Hawaiians.

Programs that expand our knowledge of Hawaiian culture will also play a significant role in preparing Hawaiians for the future. The students of today must develop a clear understanding of themselves and their values if they are to successfully deal with multiple options they will encounter in the near future.

HOW EFFECTIVE ARE FEDERAL PROGRAMS IN ADDRESSING THESE NEEDS?

The state of Hawaii receives its share of federal funding through its single educational agency, the State Department of Education. These programs could be classified into three basic categories:

1) Federal programs that **directly benefit or target** Hawaiian students;
2) Federal programs that **do not benefit** Hawaiian students; and
3) Federal programs that **indirectly or partially benefit** Hawaiian students.

There are no educational programs in the first category. Such programs would result from resources targeting native Hawaiians as a special group in need, in the manner of the Indian Education Act.

The second category includes programs such as Bilingual Education, Impact Aid, and Indian Education. Since virtually all Hawaiian children speak English as their first language, bilingual programs do not benefit them. Impact aid, of course, is intended to relieve some of the state's financial burden of

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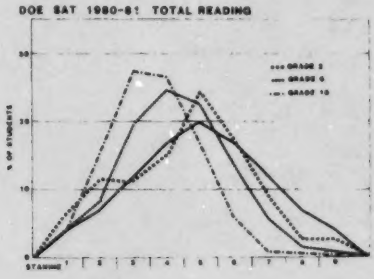
serving the dependents of military personnel and therefore cannot provide programs to meet the needs of native Hawaiians. Finally, Hawaiians are not eligible to receive the Indian education funds coming into our state because they are not included under the act's definition of native American.

In the third category are those federal initiatives such as Chapter I which address educational needs of economically disadvantaged students. Since many Hawaiian families are disadvantaged, many Hawaiian students do benefit from these programs. Many others, however, do not because the current funding levels accomodate only a portion of those who qualify for assistance.

Furthermore, marginally at-risk students comprise a significant gap group for whom these services are not available, since the selection criteria limit enrollment to students who are in the lowest stanines of achievement (after the economic criteria are met). This is particularly problematic for Hawaiian students who are even more over-represented in the gap group than they are in the group of lowest achievers. As our study shows, the achievement patterns of this at-risk group dramatically deteriorate as they progress through school.

Figure 14



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Beyond the quantitative measures of the effectiveness of existing federal programs, there are even more important conceptual reasons why current efforts are insufficient in meeting the needs of native Hawaiians.

First, existing programs, such as Chapter I, reflect a high degree of remedial instruction generally utilizing traditional teaching approaches. While these programs may work for others who are at risk, they represent more of what is **not working** for the Hawaiian student. Absent is any systematic attempt to reduce the cleavage between the culture of the school and the culture of the student.

The Kamehameha Schools/Bishop Estate has compiled considerable evidence through its work with Hawaiian children, as well as through a pilot project in collaboration with Navajo youth in Rough Rock, Arizona which shows that these cultural differences are a substantial impediment to the acquisition of basic skills. The research also proves that when the culture of the school is changed to be more accomodating to and compatible with the culture of the child, academic achievement improves remarkably.

Secondly, each of the three categories of need, discussed earlier in my testimony, is only part of the whole picture. For example, poor achievement on a standardized test is often a manifestation of self-disparagement, which results from depression, which may be caused by poor health. The problems are inter-related, and the solutions must be likewise, comprehensive and coordinated.

For these two reasons, simply increasing the current levels of funding for existing federal programs would be inadequate to effectively meet the special educational, health, social, and psychological needs of native Hawaiians. The necessary cultural accomodations and coordination would only be possible if the federal government establishes special provisions to establish programs that specifically target the needs of native Hawaiians.

WHAT MEASURES SHOULD BE TAKEN?

Our report includes recommendations for systematically and coherently tapping existing legislation to institute programs which we feel will address these problems. Each of the programs we are recommending has established a record of effectiveness. They represent three approaches: Preventive, Remedial, and Prospective. (Refer to Figure 15: Recommended Programs.)

These recommendations include: the creation of Parent-Child Development Centers and funding for a Pacific Region Educational Laboratory. We are pleased to report that both of these recommendations are a step closer to realization thanks to federal support for further planning efforts.

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Figure 15

RECOMMENDED PROGRAMS TO IMPROVE NATIVE HAWAIIAN BASIC EDUCATIONAL SKILLS

MAJOR PROGRAM	RECOMMENDED PROGRAM	SUB-PROGRAMS	ESTIMATED FUNDING REQUIREMENTS	POTENTIAL FUNDING SOURCES
PREVENTIVE	1. CHILD AND FAMILY RESOURCE CENTERS	a. Teenage pregnancy prevention b. Prenatal c. Perinatal d. Infant/Toddler e. Preschool f. Health/Fitness/Nutrition g. Screening Services h. Interagency networking	$900,000	EDUCATION FOR THE HANDICAPPED ACT ADMINISTRATION FOR CHILDREN, YOUTH & FAMILIES
REMEDIAL	1. PACIFIC REGION EDUCATIONAL LABORATORY	a. Technical Assistance b. Needs Assessment & Program Evaluation c. Cultural Research d. Materials Development	$500,000	NATIONAL INSTITUTE OF EDUCATION
	2. KEEP TEACHER TRAINING	a. Educational Personnel Development b. School Consultation c. Curriculum Development	$838,750*	INDIAN EDUCATION ACT
	3. TUTORING/COUNSELING	a. Elementary b. Intermediate c. High School d. Educational Material Development	$900,000	
	4. CULTURAL STUDIES	a. Hawaiian Studies b. Multi-cultural studies c. Television and other media efforts	$610,000	
PROSPECTIVE	1. JOB SKILLS TRAINING	a. Non-traditional Classroom b. Vocational Training c. Outreach Counseling	$390,000	VOCATIONAL AND ADULT EDUCATION
	2. SCHOLARSHIPS	a. Undergraduate b. Graduate & Professional	$454,000*	HIGHER EDUCATION ACT

* Indicates Matching Funds Provided by The Kamehameha Schools/Bernice P. Bishop Estate

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Another recommendation calls for support of public school teacher training now being conducted through the Kamehameha Elementary Education Program (KEEP.) The culturally sensitive methods and curriculum used by KEEP staff have significantly improved the reading achievement of native Hawaiian and other elementary students who are considered to be at risk .

Other recommendations call for tutoring, counseling, and cultural studies efforts that would be similar to programs conducted under the Indian Education Act. As I mentioned earlier, we have found [illegible] our work with Navajo Indians in Rough Rock that there [illegible] uncanny similiarities and sharp distinctions between the problems of native Hawaiian and Indian children. It appears that both groups will profit from educational approaches that consider their unique cultures. Therefore, we are pursuing legislation to authorize native Hawaiian participation under the Indian Education Act and to increase appropriations for that act.

This brings us to a recommendation that can be addressed immediately by this committee. We are seeking legislative language that would enable native Hawaiians to be served by provisions in the Vocational Education that benefit other native Americans and that would permit the establishment of a range of programs to meet the unique needs of native Hawaiians.

A set-aside in the Vocational Education Act could support such programs as Area Vocational Centers (AVC) in selected high schools which serve large numbers of Hawaiian students and where the demand for updating vocational training resources is particularly high. Other potential programs might entail entrepreneurship training, development of culturally related vocational opportunities, and the creation of culturally sensitive career explorations materials.

Finally, we are recommending that this committee look into establishing a special scholarship program be established to assist exemplary Hawaiian students who wish to pursue higher educational opportunities. The target funding level for this additional scholarship assistance is $454,000. This would match the level of service already provided by The Kamehameha Schools/ Bishop Estate.

The impact of these additional funds would be to significantly increase the number of students who pursue higher education outside the state, as well as those who undertake postgraduate and professional studies.

The total annual cost to fund all of the recommendations is under five million dollars. With the assistance of such a range of programs we foresee a time when native Hawaiians will no longer require special federal support.

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SUMMARY

In summary, the problems of native Hawaiians are many and they are complex. Attempts to resolve these problems will require a broad base of support coming from federal, state, and local sources.

The Kamehameha Schools/Bishop Estate expects to participate in the development, funding, and implementation of programs to help Hawaiian children, and to assume a proper measure of responsibility for dealing with these concerns. We presently have a very close working relationship with the state Department of Education and we know of other private institutions that are willing to support these programs. We believe the establishment of such a federal, state and private partnership is in keeping with our nation's philosophy of private sector participation in the provision of human services.

Chairman Stafford, I would like to thank you and the other members of your committee for your interest and attention to this matter. I hope that the information I have shared will assist you in enacting legislation which will prove beneficial to all children who are at-risk. I will be pleased to answer any questions you may have.

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INTER-AGENCY
EFFORTS & SUPPORT

Trustees of the

LILIUOKALANI TRUST

Clorinda Lucas, David M. Peters, First Hawaiian Bank
P. O. Box 3200, Honolulu, Hawaii 96801

March 14, 1984

The Honorable Robert T. Stafford
Chairman
Subcommittee on Education, Arts, and Humanities
Senate Committee on Labor and Human Resources
625 Hart Senate Office Building
Washington, D.C. 20510

Dear Mr. Chairman:

We support the concept that The Kamehameha Schools/ Bernice P. Bishop Estate and Queen Lili'uokalani Children's Center/Lili'uokalani Trust, both private Hawaiian agencies, work together in a combined effort of education, health and social care of orphaned and destitute children of Hawaiian ancestry toward the ultimate goal of self-sufficiency.

Very truly yours,

Clorinda Low Lucas

(Mrs.) Clorinda L. Lucas
Chairman
Board of Trustees
Lili'uokalani Trust

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B I S H O P M U S E U M
1525 BERNICE STREET • P.O. BOX 6037-A • HONOLULU, HAWAII 96818 • (808) 847-3511
96817-0916

March 7, 1984

The Honorable Robert T. Stafford
Chairman
Subcommittee on Education, Arts, and Humanities
Senate Committee on Labor and Human Resources
625 Hart Senate Office Building
Washington, D.C. 20510

Dear Senator Stafford:

As Director of Bishop Museum, one of the nation's largest institutions of this kind, I am deeply concerned with the education of all Americans. I was a teacher for more than a decade, and I was formerly Acting Deputy Director of the National Science Foundation and an Assistant Director over a period of seven years. Thus I am familiar in a general way with the importance of strong educational programs both at the delivery end as well as the Federal support end.

The Museum shares a portion of responsibility for educational programs in the state of Hawai'i with the Kamehameha Schools, who as you know have recently completed the Native Hawaiian Education Assessment Project, which clearly indicates special educational needs for this important group of our citizens.

I respectfully urge you to consider carefully the appropriate programs recommended by the Kamehameha Schools involving private partnerships in delivery of human services. These will require changes in the Indian Education Act as well as other education legislation. I also urge you to consider the establishment of a Pacific Regional Education Laboratory to strengthen opportunities for young people in the Trust Territories, Guam, and American Samoa.

There is no doubt that the future standing of the United States among the nations of the world will depend heavily on the manner in which we carry out our responsibilities to these Americans to whom we have commitments on these Pacific Islands.

Thank you for your attention to this important matter.

Sincerely,

E. Creutz
Director

EC:bsfg

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STATEMENT

FOR THE U. S. SENATE COMMITTEE ON LABOR AND HUMAN RESOURCES

SUBCOMMITTEE ON EDUCATION, ARTS, AND HUMANITIES

The Honorable Robert T. Stafford
Chairman

BY

Ms. Georgiana K. Padeken, Chairman
Department of Hawaiian Home Lands
State of Hawaii

MARCH 15, 1984

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The Hawaiian Homes Commission was created in 1920 by an act of the U. S. Congress and incorporated by a Compact in the State Admissions Act. With over sixty years of working with and serving four generations of native Hawaiians, it is clear that native Hawaiian advancement is a process that involves opportunities to be self-reliant and provide for one's basic needs, capacity-building of skills and talents, a willingness to participate in decision making and contribute to the well-being of the entire community.

The Hawaiian Homes Commission Act set aside about 190,000 acres of land for native Hawaiian use. This is a substantial resource available for native Hawaiian settlement, farming, ranching, and businesses. The Department of Hawaiian Home Lands (DHHL) also provides home and agricultural loans, extension services, business consultation and a land base for economic development, and technical assistance and seed monies to community groups to undertake self-help projects.

Educational achievement, knowledge, and skills development at each age group are an integral part of the process of native Hawaiian advancement. DHHL has found, for example, that the provision of land, improvements, and loans for farming are more effective with attention to developing the human resources as well. Balanced and comprehensive programs are necessary to achieve optimum results.

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The Hawaiian community has expressed the need for continuity. Programs that service different age groups and are tied together help to provide learning experiences within the family that are reinforcing and enriching.

DHHL, the Kamehameha Schools, and other Hawaiian agencies have worked jointly on several projects through our membership in the Hawaiian Services Institutions and Agencies. We have found interagency coordination to be desireable to best use our limited resources. By working on common objectives through our various capabilities and resources, we have been successful in creating a more complete infrastructure of services needed by our clients. Examples of joint projects include:

- The Hawaiian Entrepreneurship Training Project was cosponsored by DHHL, Kamehameha Schools, Alu Like, Inc. and the Office of Hawaiian Affairs. With over 200 Hawaiians taking part, the project culminated in successful completion of a three week live-in course by 27 Hawaiian businesspersons. Follow-up services by various agencies have included business consultation, use of DHHL's land base, job training and placement, vocational education and scholarships for entrepreneur skill building.

- The Paukukalo Adult Basic Skills Program is funded by the Kamehameha Schools and State Department of Education. DHHL is making funds available for computer equipment and software in adult basic skills. Follow-up counseling and scholarship assistance is available for post-high school work.

- DHHL and Kamehameha Schools are pursuing a scholarship program for native Hawaiians in graduate level business fields. The formation of a group of trained managers complements other economic development and entrepreneurship services being offered.

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- When funding for DHHL's preschool program terminated, the Kamehameha Schools proceeded to assume full responsibility for three sites in homestead areas.

The Kamehameha Schools is the Hawaiian educational resource. Of several Hawaiian trusts and organizations, the Kamehameha Schools is the only institution focused on Hawaiian educational achievement. Kamehameha Schools has a long-standing tradition of excellence, serving a sizeable segment of our Hawaiian community. Our people look to the Kamehameha Schools for directions and educational services, and holds the Kamehameha Schools accountable for its performance and results. The Native Hawaiian Educational Assessment Project is an indication of the level of quality which our people expect and which the Kamehameha Schools carries out.

The DHHL urges your favorable consideration of the recommendations set forth by the Kamehameha Schools for the following reasons:

a. The Native Hawaiian Educational Assessment Project provides a solid rationale for special assistance from the federal government for native Hawaiian education.

b. The set of programs recommended by the Kamehameha Schools can result in a balanced and comprehensive set of educational services to promote native Hawaiian advancement. Vocational education, basic skills, higher education assistance are program

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areas that can benefit our adult clients.

c. The Kamehameha Schools has demonstrated its commitment to native Hawaiian educational achievement and is prepared to participate in program development, funding, and implementation.

d. Our agencies recognize the value of coordination to fulfill our responsibilities and make optimum use of limited resources in a purposeful and organized manner. The network for coordination is in place.

It is my belief that the native Hawaiian community will respond enthusiastically and that significant results will be achieved with appropriate federal, state, and private commitments.

SUBMITTED BY:

Georgiana K. Padeken

GEORGIANA K. PADEKEN
CHAIRMAN

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CONGRESSIONAL
SUPPORT

Raytheon Corporation of Wayland, Massachusetts; General Electric of Orlando, Florida, Cincinnati, Ohio, Lynn, Massachusetts, and Syracuse, New York; IBM of Owego, New York; and Hughes Aircraft Corporation of Fullerton, California.

Implement of this sale will require the assignment of any additional U.S Government personnel or contractor representatives to Spain; however, it will prolong the on-site support in Spain by approximately five years.

There will be no adverse impact on U.S defense readiness as a result of this sale.●

ADVANCE NOTIFICATION PROPOSED ARMS SALES

● Mr. PERCY. Mr. President, section 36(b) of the Arms Export Control Act requires that Congress receive advance notification of proposed arms sales under that act in excess of $50 million or, in the case of major defense equipment as defined in the act, those in excess of $14 million. Upon receipt of such notification, the Congress has 30 calendar days during which the sale may be reviewed. The provision stipulates that, in the Senate, the notification of proposed sales shall be sent to the chairman of the Foreign Relations Committee.

Pursuant to an informal understanding, the Department of Defense has agreed to provide the committee with a preliminary notification 20 days before transmittal of the official notification. The official notification will be printed in the Record in accordance with previous practice.

I wish to inform Members of the Senate that such a notification has been received.

Interested Senators may inquire as to the details of this advance notification at the office of the Committee on Foreign Relations, room SD-440.

DEFENSE SECURITY ASSISTANCE AGENCY,
Washington, D.C., November 18, 1983
In reply refer to: I-04889/83cl.

Dr. HANS BINNENDIJK,
Professional Staff Member, Committee on Foreign Relations, U.S. Senate, Washington, D.C.

DEAR DR. BINNENDIJK: By letter dated February 18, 1976, the Director, Defense Security Assistance Agency, indicated that you would be advised of possible transmittals to Congress of information as required by Section 36(b) of the Arms Export Control Act. At the instruction of the Department of State, I wish to provide the following advance notification.

The Department of State is considering an offer to a Middle Eastern country tentatively estimated to cost in excess of $50 million.

Sincerely,

PHILIP C. GAST
Director●

ELEMENTARY AND SECONDARY SCHOOL RESEARCH ENDEAVORS

● Mr. INOUYE. Mr. President, at this point in our deliberations, I would like to inquire of my distinguished colleague (Mr. STAFFORD), the chairman of our Senate Education Subcommittee, whether, in his considered judgment, it is his committee's understanding and intention that our Nation's private elementary and secondary schools have a role and perhaps even a special responsibility to conduct various research endeavors.

Mr. STAFFORD. I am most pleased to answer my colleague's question affirmatively. Unfortunately, there are very few private elementary or secondary schools in our Nation that have sufficient resources to develop comprehensive research programs. There are, of course, a number of laboratory schools, but it is my understanding that these are primarily, if not exclusively, located within a sponsoring college or university. There is, or course, one notable exception; the Kamehameha schools located in Honolulu, Hawaii.

Mr. MATSUNAGA. I am most pleased that our distinguished chairman recognizes the pioneering efforts of the staff and faculty at Kamehameha schools, the important educational institution which is administered by the Bernice Pauahi Bishop Estate under the provisions of Princess Bernice Pauahi Bishop's will. The Princess' inheritance included approximately one-tenth of Hawaii's total land area. In her will, it is clear that she desired these lands to benefit Hawaii's children. The Kamehameha School for Boys opened on October 4, 1887. Seven years later, the school for girls opened. Today, the Kamehameha Schools/Bernice Pauahi Bishop Estate administers its own school which enrolls 2,850 students full time and 9,000 part time, or approximately one-quarter of all school aged youth of Hawaiian ancestry. Further, another 24,000 individuals are served through workshops, demonstrations, lectures, and other short-term educational contracts.

Mr. STAFFORD. This is indeed a most impressive accomplishment. However, from my recent review of the Kamehameha Schools/Bernice Pauahi Bishop Estate's Native Hawaiian educational assessment project, which was submitted earlier this year to Secretary of Education T. H. Bell, I think you should especially be proud of their clear commitment to quality educational research.

Mr. INOUYE. I would fully agree with the chairman; however, I would like to take this opportunity to publicly express my appreciation, on behalf of the entire Hawaii congressional delegation, for his continuous support for our efforts to insure that Native Hawaiian children will receive the highest quality education. I am confident that as our committees review the forthcoming recommendations from the J.S. Department of Education in response to the Native Hawaiian educational assessment project, there will be a number of Federal programs which have been developed under his leadership that would be especially applicable to the unique needs of Native Hawaiians.

Mr. STAFFORD. Of the total assets of the Kamehameha School/Bernice Pauahi Bishop Estate, approximately what percentage are currently committed to research endeavors?

Mr. MATSUNAGA. Mr. Chairman, presently 3 percent of the annual budget is being utilized for educational research programs for improving the instructional methods and materials used in Hawaii's public school system.

Mr. STAFFORD. That is indeed a most impressive figure and should serve as a benchmark for our other private elementary and secondary schools to strive for. In fact, I personally would be most pleased if, during this decade, we were able to use Kamehameha schools as a prime example of what our Nation's private elementary and secondary schools have the potential for becoming; that is, a true living laboratory combining practical expertise with ongoing quality research endeavors.

Mr. INOUYE. There is no question in the minds of the trustees of the Bishop estate that these funds have been very well spent and that their ongoing educational research efforts have contributed singificantly to the quality of teaching being provided both at Kamehameha schools and in our public school system. It is my hope and that of my colleague (Mr. MATSUNAGA) that, in the foreseeable future, research endeavors, such as the Kamehameha elementary education project, will become models for all native Americans, including Indian peoples. In this regard, I was most pleased to learn recently that the Kamehameha schools has recently begun a special collaborative demonstration project in an Indian school in Arizona, at Rough Rock.

Mr. STAFFORD. This is indeed an excellent beginning.●

REAUTHORIZATION OF THE MINING AND MINERALS RESOURCES RESEARCH INSTITUTES

● Mr. ABDNOR. Mr. President, I am pleased to join the proposing legislation to reauthorize the Mining and Minerals Resources Research Institutes. It is essential for the growth and prosperity of this great Nation that the Federal Government continue to encourage research in mining and minerals at the college level. Students specializing in mining and minerals will be the future mineral engineers and scientists of this country, and they must be encouraged to excel in their field.

Technologically, we cannot afford to stand by and witness a continuing decline in the number of graduates with degrees in mining and mineral-related areas. International competitiveness in technology and security is a virtue. It is a challenge that holds great promise for the United States, and we must

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NATIVE AMERICAN
COLLABORATION

(December 12, 1983 school board meeting)

ROUGH ROCK DEMONSTRATION SCHOOL
RRDS - Box 217
Chinle, Arizona 86503

RESOLUTION: CONCERNING THE COOPERATIVE PROJECTS WITH THE KAMAHEMEHA SCHOOLS/BISHOP ESTATE

WHEREAS the matter of the cooperative project operated jointly by the Kamehemeha Schools of Hawaii and the Rough Rock Demonstration School (Navajo); and

WHEREAS that the project may be considered an unqualified success, and that continuation of this project and others like it may be expected to produce benefits for both institutions and the children they serve, and that all effects should be made to continue a cooperative working relationship, and

WHEREAS this is undertaken in light of the following:

First: The terms of the original agreement have been met by both parties in good faith and a spirit of cooperation, and we are encouraged that such can continue

Second: The goals of the project have been met and exceeded, demonstrating competence of both parties to carry out joint educational research-and-development work.

Third: The benefits to Rough Rock Demonstration School have exceeded expectations of the original agreement, and include the following:

a) The KEEP Language Arts program has been installed effectively in a third-grade classroom. The Rough Rock teacher and aide have been trained sufficently to continue operation, though further training would be advantageous.
b) The KEEP Language Arts program has been adapted to Navajo children. The children are learning vigorously and happily.
c) The third-grade Rough Rock staff have been trained to continue to develop the program and make it increasingly effective for Navajo children.
d) The entire Rough Rock Demonstration School Elementary School faculty have been offered training in several

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(December 12, 1983 school board meeting)

Language Arts skills, through a series of bi-weekly workshops offered by KEEP staff. More than half of the faculty participated.

Fourth: The benefits to Navajo children have been extended to schools throughout the reservation, through an all-day presentation by KEEP staff to reservation-wide conference on the teaching of English as a Second Language; through many visitations to the Rough Rock/KEEP program by representatives of many other schools; and by presentations to faculty and students of the Indian Education Program at Northern Arizona University.

Fifth: We are assured by the KEEP representatives that benefits to the Kamehameha Schools and client Hawaiian children have been equally great, in that:

a) a greater understanding of the KEEP program has been achieved by observing differences in the ways that Hawaiian and Navajo children respond in it;
b) greater sophistication in developing programs for cultural minorities has been gained through interaction with Navajo staff;
c) research-and-development directions for future KEEP work have been clarified, with potentially great savings in cost and effort.

Sixth: It has been demonstrated that both Native American peoples, Hawaiian and Navajo, can benefit from a joint attack on their common problems with educational effectiveness.

NOW THEREFORE BE IT RESOLVED that we urge the following:

1) That staff of the Rough Rock Demonstration School continue to work cooperatively whenever possible with the Kamehameha Schools.

2) That the Kamehameha Schools/Bishop Estate favorably consider opportunities to continue our joint research-and-development efforts.

3) That policy makers in the Congress of the United States, in the Department of Education, The Bureau of Indian Affairs, and in private foundations favorably consider proposals that will make possible further joint programs between the Kamehameha Schools/Bishop Estate and the Rough Rock Demonstration School, as well as other educational programs for Native Americans.

4) These are undertaken in the conviction that they will further the educational progress of Native American children--Hawaiians, Navajos, and--by example--many others as well.

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(December 12, 1983 school board meeting)

CERTIFICATION

I hereby certify that the foregoing resolution was duly considered by the Rough Rock School Board at a duly called meeting at Rough Rock, Arizona at which a quorum was present and that same was passed by a vote of 4 in favor and 0 opposed, this twelfth day of December, 1983.

Ernest W. Dick, Sr., Vice-President
Rough Rock School Board, Inc.

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FORD FOUNDATION

Designing Reading Instruction for Cultural Minorities:

The Case of the Kamehameha Early Education Program

Robert C. Calfee - Stanford University
Courtney B. Cazden - Harvard University (editor)
Richard P. Duran - Educational Testing Service
Margaret P. Griffin - University of California, San Diego
Marjorie Martus - Ford Foundation
Harriet Doss Willis - CEMREL

December 1, 1981

The preparation of this report and the visit to KEEP on which it is largely based were made possible by the assistance of the Ford Foundation, Division of Education and Research, in cooperation with the Bernice P. Bishop Estate, Kamehameha Early Education Program, 1850 Makuakane Street, Honolulu, HA 96817

Additional copies of this report may be obtained from Professor Courtney B. Cazden Harvard Graduate School of Education, Appian Way, Cambridge, Mass. 02138

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INTRODUCTION

The Kamehameha Early Education Program (KEEP) is a research and development project designed to find ways of improving the school performance of educationally 'at-risk' Hawaiian children and using these results to help public schools better serve this population. A central question that the KEEP project poses is one that concerns every community in a society as diverse as ours: Whose responsibility is it to build bridges between the culture of a community and the culture of the school? Is it chiefly the young child's responsibility to adjust to the new and different demands encountered upon entering the public school? KEEP is important as an example of a deliberate attempt to take account of the cultural background and abilities developed in the community, and to design an instructional program which is both culturally congruent with community practices and manageable in the public schools.

In January 1981, as a team of six people, we had the opportunity to observe KEEP at first hand. The study team was deliberately diverse: an educational psychologist, a sociolinguist, a psychologist, an educational linguist, an educational administrator and a foundation program officer. Four of the group had been public school teachers; one

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member was Hispanic, one Black; all had been involved in research, development and training in the eduction of children from minority cultures. We did not agree about every aspect of the program, but there was consensus that what we had seen was sufficiently important that a report should be prepared for wider dissemination. The project is now known only to a small group of educators and social scientists; a report could make it known to more people and help others to think about the implications of KEEP's work for other children.

We found at KEEP a sustained effort - maintained over a decade and still going - to find out how to increase the chances of school success for the children of a community where educational success is not noteworthy. The modifications the project is making are not radical; rather, they involve subtle alterations in traditional roles and procedures and in the instructional emphases in the teaching of the critical school skill of literacy. KEEP is more specific than many other programs - not necessarily more prescriptive - about which teaching practices are important for children's learning.

It is not clear how much KEEP's progress can be attributed to practices in the educational program that are specific to Hawaiian children and how much to instructional elements that, properly adapted, might work equally well with other populations. Individual elements of the program can be found in operation in a number of mainland schools. In the spirit of the project, our interest is not to try to single out one or the other feature that best explains the program's success, but to encourage discussion

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of the different components that, in some combination, seem to comprise the necessary and sufficient ingredients for effective instruction. Unacceptably low levels of educational performance still confront many schools in the United States. To learn about the Kamehameha Early Education Project is to learn as much about its unwillingness to settle for low achievement and about the spirit of inquiry that animates its work as it is to learn about specific program components. We hope this account will help others to share in some measure in the analysis of a venture that has challenged, questioned and provoked our own beliefs and assumptions.

This report has 6 main sections. The first narrates the historical background on the multidisciplinary research that has led to the present program, and reports the various comparisons KEEP has made in evaluating its program and the results they have obtained so far. Second is a brief description of a typical morning in a KEEP classroom, which sets the stage for more extended discussion of two program components: the direct instruction of comprehension and the social organization of the classroom. The third section, on direct instruction in comprehension, discusses in some detail the reading program that has evolved at KEEP, explores alternative explanations for its success, and ends with a report of a test we asked the staff to administer to a few KEEP laboratory school students. The fourth section, on the social organization of the classroom, suggests new meanings for the term "social" in teaching and learning, and includes discussions of the complex relationships between ethnographic research and educational innovation. In the fifth section, the laboratory teachers' roles in KEEP's

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development are described, followed by a picture of the training processes that evolved, moving from training in the laboratory school to the training now underway in cooperating public schools. The sixth and last section, the conclusion, pulls together some of the themes highlighted in the report, and includes a brief discussion of the costs of KEEP, a subject not discussed on our trip.*

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*Because so many of the documents about KEEP are not widely available, readers may be especially interested in the Spring, 1981 issue of Educational Perspectives, devoted entirely to KEEP, with contributions from KEEP researchers and one outside commentator, Isabelle Beck. See Appendix A for the Table of Contents of that issue, and information on how to obtain it.

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HISTORY AND RESEARCH BACKGROUND

History

The population of the Hawaiian Islands today is highly diverse. Changes in the basis of the census classifications make it difficult to be exact about changes in the population membership. Depending on how data are collected, approximately 20% is estimated to be of Hawaiian or part Hawaiian ancestry or to identify themselves as ethnically Hawaiian. Once primarily an agricultural and fishing people, the native Hawaiian communities have experienced social and economic dislocation in the process of adapting to the demands of a modern industrial and business oriented society. Conflict between the traditional and modern ways of living is particularly manifest in those areas that are heavily ethnic Hawaiian. Some have adapted themselves easier than others; and, as in other communities in transition, the children of the families adhering closest to the traditional ways are likely to experience the greatest discontinuities when they move into the culture of the school. For children of these families, transition can be abrupt. How the school responds to the differences children bring to school can be of paramount importance in the child's willingness to participate in classroom activities.

It was an awareness of the crucial nature of the gap between the home and the dominant culture that first led social scientists and educators to undertake investigations of community life among the Hawaiian ancestry families. Begun in the mid 1960's, these interdisciplinary community studies looked at modes of teaching and learning in the home and in the school and used this information to frame initial questions about discrepancies between styles of

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learning in the home and educational performance in school. The starting assumptions of these studies were that the Hawaiian-ancestry families were bi-cultural, that their cultural differences were not deficits but preferred differences in life style and modes of behavior, and that bi-culturalism did not have to be a barrier to participation in modern society. Rather, understanding of the differences might offer insights into ways of creating school environments in which children could learn to participate in the larger society. The school could learn to modify its practices in ways that would enable the children to become successful learners of school tasks, just as they were successful learners of home and community tasks.

By 1970 the Hawaiian community was showing an increasing concern over the poor academic achievement of children from low income homes. Since the 1880's a small percentage of native Hawaiian children had been educated at the Kamehameha Schools, a non-public educational program established by a Trust of the last descendant of the Kamehameha dynasty of Hawaiian monarchs, Bernice Pauahi Bishop. These schools had selected their students from among the most advantaged; and it is now time, said the community, that the Trust (the Bishop estate) turn its attention to the more disadvantaged children, most of whom attend public schools. Building on the findings of the earlier community studies, in 1971 the Trust created the Kamehameha Early Education Program (KEEP) as a research and development project aimed at finding ways of improving the school performance of the educationally at-risk Hawaiian children and using the results to help the public schools better serve this population.

KEEP's main task was to uncover the reasons for the widespread failure

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in learning to read and, based on that understanding, to develop an instructional program in which children could be more successful. Systematic observations of learning behavior in the community and in the school, starting with kindergarten in 1972, focused on the child's interactions with adults and other children. As in earlier studies, the research team was multidisciplinary: it involved anthropologists, psychologists, linguists, educational researchers and teachers. It was collaborative and interactive: observations fed into the design of experiments and in turn those findings fed back into new hypotheses and new questions. The orientation of the KEEP team was problem-solving: a systematic search for clues to understanding what goes wrong and an openness to examining why something worked when it did, a reiterative process that Frederick Erickson (1977) has since referred to as "analytic detective work."

The very practical goal of the research project led in 1973 to the opening in Honolulu of an experimental laboratory school, known as Ka Ha'i Pono,* purposely designed to facilitate the coordination of research and its applications to classroom design. The intake population - kindergarten through third grade - was planned so that 75% of the children would be from an urban area where many Hawaiian children are "at risk".** Three fourths of the families were receiving financial assistance; few youths complete high school and fewer (about 5%-7%) attend college -- a picture not unlike that of other disadvantaged minority communities in mainland USA.

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* The name "Ka Ha'i Pono" means "to strive for excellence." It was given to the school through a traditional practice - it came in a dream to a Hawaiian elder.

** In recent statewide testing, the modal fourth grade scores in schools with high Hawaiian and other Polynesian enrollments are in the tenth percentile. KEEP estimates that some 35,000 children compose the ethnic Hawaiian at-risk public school population.

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From the beginning, the research team was determined to find solutions that could work in the public schools. The search for practical alternatives was aided by participation in the research team of the teachers in the laboratory school and by locating the research space on the school site. Data collection was furthered by construction in the laboratory school building of an observational deck with audio and video equipment so that any interaction between teachers and children could be both directly observed and captured on tape. Conditions at the laboratory school otherwise conformed to those in the public school: pupil-teacher ratio, classroom size, resources and school calendar resembled public school conditions.*

Beginning in 1973 and over a period of four years of explorations, experimentation, design, reformulation, try out and revision, an educational program was developed and tested on successive classes of children enrolled in the laboratory school, and the results were compared with those of children of comparable backgrounds attending nearby public schools. By 1977 KEEP felt it had succeeded in identifying the essential features of an appropriate instructional program, one that was both culturally congruent with community practices and manageable in the public school. Data from the experimental groups were showing improvements in pupil performance, confirming the judgements of the staff as to the necessary and sufficient components of an effective reading and language arts program. Meanwhile, the staff had begun to explore the interest of public schools in communities with significant numbers of Hawaiian children; and strategies for moving the program into public school

* Because the reading/language arts teachers in the lab school are active collaborators in curriculum design and research they are in the classroom only in the mornings; other teachers carry out the rest of the primary curriculum in the afternoon.

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field sites were formulated. Staff training was redesigned for a public school operation, and in 1978-79 the first public school field site began operation. As of the time of our visit, there were two public school sites, and three more were planned. The goal is state-wide dissemination through the seven districts that make up the public school system of the Islands, concentrating first on schools with 25% or more Hawaiian ancestry children where the achievement level is below the 40th percentile.

Research background

The research activities that contributed to the development of the KEEP program divide into roughly four phases: first, the basic ethnographic and linguistic studies that sought to understand and describe community culture, language and ways of learning and to consider their influence on the children's educational performance; second, the introduction of variations into the school program, observation of their effects on learning, experiments with potentially significant features and assessment of their results; third, transposition of the most promising features into a stable set of classroom practices and design of systems to ensure consistent application by teachers. A fourth stage, overlapping with the third and still underway, is the work of learning how to transfer the resulting program to public school contexts. Phases necessarily transcended the whole sequence of program development: some elements changed or took different forms as new data were collected and fed back from classroom observations. Thus, it

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would be misleading to imply that this was a highly sequential and linear development. Although the ethnographic research came first, data from the community continued to inform subsequent inquiry and served as an important resource in helping the staff to interpret children's responses to classroom practices.

The ethnographic studies covered a five year period, concentrated on a community over 50% Hawaiian, and involved all day naturalistic observations in a small number of homes and interviews with parents. The focus was mothers and young children, family socialization patterns and relationships among children. In addition to the informal observations, direct observations were made of mothers' styles of teaching in a variety of games and learning tasks designed by the researchers. To supplement the data from the one community, interviews were conducted with a random sample of 100 households, parents and adolescents. From these investigations researchers learned that many Hawaiian children grow up in an environment of sibling caretaking and sibling work-groups; they have household tasks that they do cooperatively; interaction between mother and children is not characterized by extensive or elaborate verbal instructions. Children learn by observing the activities of older children, and they perform industriously and responsibly with a minimum of supervision. (Gallimore & Howard, 1968)

An early question that preoccupied the research team was whether linguistic differences in the native Hawaiian population - variation along a Hawaiian creole to standard English continuum - could explain some part of school failure, and whether standard English should be directly taught. Samples of childrens' speech were tape recorded by mothers in the home, supplemented by formal interviews with children, at home and in school.

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Studies were conducted of children's responses on a variety of linguistic measures and of speech behavior in peer groups; and a study was made of the effects of direct instruction in standard English. Much was learned, but the linguistic research turned up no clear evidence that being bi-dialectal was a barrier to understanding or responding to school instruction. The overall conclusion was that speaking Hawaiian Creole is not a cause of school underachievement (Gallimore, 1977; Gallimore & Tharp, 1976; Speidel, 1981). Thus the research and development team would have to look beyond the forms of language for the roots of school learning problems.

Parallel with the ethnographic and linguistic studies in the Hawaiian communities, the research team studied the behavior of Hawaiian children in the regular public school classrooms and the nature of the instruction they received. Observations were made of the level of children's engagement in classroom activities, and the type of social interactions between children and teachers and among the children. The children were observed to be inattentive, uninvolved, frequently restless or aggressive and hostile. Several years of observation, some directly focused on teachers' efforts to control classrooms, seemed to support a prevailing stereotype of Hawaiian children as lazy, unmotivated, lacking in the abilities necessary for school work. The contrast between this classroom description and the industrious and helping behaviors the researchers had observed in the community constituted both a continuing stimulus for efforts to alter the classroom environment, and a guide for the staff in experimenting with new classroom structures and curriculum practices that would engage the natural abilities of the Hawaiian children.

The KEEP laboratory school setting provided the control over the instructional program necessary for the second and third phases of the

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project -- experimentation with trial and error adjustments of elements in the classroom, and evaluation of their effects. Laboratory school teachers were selected who would not only have patience with ongoing investigations but who would also participate with the researchers in observing children's responses in class and who were willing to examine the effects of their own teaching styles. The practitioners' intimate practical knowledge enabled them to offer valued feedback to the research and development staff. Cooperation between researchers and teachers was greatly facilitated by the researchers' respect for classroom experience and their sympathetic evaluation of the teachers' reactions and suggestions.

The initial research task was to introduce variations into the social organization and curriculum, observe them in action, and document the conditions in which children would participate more readily in the classroom. Over time a number of potential new elements were tried out, and those that survived the practical realities of the school were retained, later to become candidates for the program design. Theory was sometimes a determiner of what was tried and at other times a resource in explaining the effects. Some changes were predictable from the ethnographic research; in other cases, the ethnographic data base helped to suggest reasons for the results obtained; in still others, explanations only came to light later on, after the staff had had ample opportunities to reflect on the whole course of events.

In introducing variations into classroom structures and curricula, KEEP sought to learn how to organize an environment that would capture the Hawaiian child's attention and engage his abilities in school learning. How could the industriousness, learning abilities and work orientation the children displayed at home be applied to school work? How could out-of-school cooperation and self-regulation be made to function in the educational program?

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If the children were displaying to the researchers age-appropriate verbal and cognitive abilities outside of school, what would it take to get them to apply those abilities in learning to read and meet the achievement expectations of the school? KEEP's answers assume that what had to change were the adult teaching styles that somehow conflicted with or prevented manifestation of the child's natural modes of learning. Thus, while the goal was to improve the child's school performance, the unit of project attention was not the learner but the teacher. Unlike many compensatory education programs that provide added services directly to children, KEEP saw its function as changing the adult-made structures that might be producing the observed low levels of child engagement.

Student industriousness became the first area of classroom experimentation because it represented an area in which successful program effects might lead to improvement of Hawaiian children's educational achievement with minimal alteration in the public schools. KEEP's initial research orientation was drawn directly from psychological learning theory and educational behavior analysis -- the application of learning theory techniques to the investigation and manipulation of children's and teacher's behavior in the classroom. Children's motivation was operationalized to mean the frequency of on-task behavior. Two techniques for increasing school motivation were implemented simultaneously: training the teaching staff in the use of behavior management techniques, especially positive social reinforcements of desirable student behaviors; and establishing a small group organization of classroom activites that permitted the children more self-direction and self-management in their classroom work.

The first formal evaluation of these changes in classroom control and organization was conducted in 1976 with the reading curriculum then in

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use -- a phonics or code-oriented basal reading series. The KEEP classrooms were clearly different from the public schools: According to Tharp (personal communication, 1/81) KEEP teachers use up to five times more praise than comparison public school teachers, and employ so little punishment that it cannot be reliably counted. The KEEP kindergarten and first-grade children's on-task rate increased (to about 90% of the time) relative to control-group public school children (about 65% of time). The use of behavioral management techniques was also associated with gains in WPPSI general intelligence test scores among children: children who previously scored in the subnormal verbal IQ range scored in the normal verbal IQ range after a one-year exposure to KEEP. However, examination of the effects of teacher management techniques on gains in students reading achievement test scores (Gates-MacGinitie test), failed to show any positive effects. KEEP children's reading scores remained at or below the 15th percentile -- a pattern essentially the same as for public school children of Hawaiian background (Gallimore and Tharp, 1974; Tharp and Gallimore, 1976).

When, despite improvements in classroom management and increases in on-task behavior, reading scores continued to be low, the reading curriculum itself came under examination. It was suspected that the highly sequential small-step organization of the formal phonics reading curriculum required too much rule learning and adult verbal direction and lacked meaning for the children. And so the KEEP staff searched for "available alternatives that would have certain features: a small-group orientation, a focus on higher-order cognitive operations, and a psycholinguistic emphasis, including a lot of child language production." A program developed at the University of Arizona and in use at the Flowing Wells demonstration site in Tucson became the basis of KEEP's new comprehension-based reading program,

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modified at KEEP in the light of the ethnographic studies and their own previous classroom research. "For example, we insisted that reading instruction must be small group, and not one-on-one tutorial, as was the Arizona proclivity" (R. Tharp, personal communication, 9/81).

The shift to a comprehension or meaning-emphasis approach to reading proved fortuitous in unanticipated ways. The children themselves showed the way by the pattern of their participation in small group story discussions, a pattern the KEEP staff subsequently analyse.' (with the help of independent sociolinguistic research by Watson 1975 and Watson-Gegeo & Boggs 1977) as related to an indigenous Hawaiian speech event called "talk story". The result is an explicit formulation of a bicultural classroom and the li:::ing role of the teacher in helping children to apply their everyday experiences and knowledge to the content of school texts.

The process that KEEP went through in designing and trying out components of the new reading program has been described by Tharp (Tharp, 1981; Tharp & Gallimore, 1979). First written as an after-the-fact analysis of KEEP's evolutionary ad hoc processes, the formalized model has, according to Tharp, guided KEEP's work since 1977.

By 1977 the project had identified at least the potential features of a workable program that would be culturally compatible with community practices and more likely to engage the children in school learning than the traditional school reading programs. The initial try outs of the program were encouraging (after one year, test scores in one class went from the 23rd percentile to the 69th). But it took four years of successive trial and error, design and redesign and continuing evaluation, to establish

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the essential features of the new curriculum and learn how to maintain them as stable elements of the KEEP school program.

The researchers and developers produced a diagnostic-prescriptive reading skills system, called the Kamehameha Reading Objectives System (Kros-Crowell et al, 1981 - see description in Appendix B) which includes a set of graded behavioral goals and a record system for keeping track of the progress of individual students. They also devised a quality control system for monitoring teaching practices. Together, these systems provide tools for formative evaluation of the program in operation and for feedback of information to teachers. With such records, data can guide the improvement of teaching and can also serve functions of public accountability.

Learning to implement and sustain the program in the classroom is hard work; it requires re-direction of teacher time and focus as well as re-arrangement of room organizations and use of new management tools. Accordingly, teacher training is itself approached as a research and development problem, and considerable investment is being made in studying the training process as KEEP extends its program into the public schools. A continuing question for the research and training groups is the degree of concentrated on-site support necessary for teachers to gain and maintain control over the program's essential features.

Program Evaluation

While KEEP is an educational program undergoing continued evolution,

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the present instructional and organization design has reached the stage of stability where impact on learning can be evaluated. In contrast to formative research that produces information guiding the improvement of program elements, the term "program evaluation" is used at KEEP to refer to summative evaluation of the overall effects of the full program on student achievement. A deliberate decision was taken to use standardized tests as the primary outcome measure in order to evaluate the program in terms familiar to educational decision makers.

Three separate comparisons of reading achievement are available. First, comparisons were made of the test score performance of children who had been receiving the phonics-oriented basal reading program, children undergoing KEEP's transition from phonics to comprehension during their primary years, and cohorts of children who received only the new program emphasizing direct instruction in comprehension in small group learning centers. On standardized norm-referenced achievement tests, performance was significantly better for primary grade cohorts instructed after introduction of the comprehension approach, compared with those who experienced the phonics-oriented reading curriculum or part-phonics, part-comprehension.

Whether the small learning centers made a specific contribution to the outcomes, apart from the reading curriculum itself, is not clear. In the staff's view, the effects of individual features can be studied, but their independent contributions to the overall results cannot be evaluated because "they always occur in interaction with others". KEEP's view is that the learning center organization and reading program are interdependent elements: in this setting, at least, the centers are necessary to free the

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teacher for direct teaching of comprehension while simultaneously encouraging peer group management of independent work.

KEEP also has made two comparisons of the effectiveness of the experimental program and the regular public school curriculum. These comparisons have taken two forms: first, comparisons of the achievement of KEEP laboratory school children with similarly selected children in a sampling of regular public schools; second, comparisons of children's performance in the KEEP-style program in its first year of implementation in two public schools with that of children in the regular program in the same schools.

Cohorts of children in grades one through three who received the KEEP program were compared with classes in public schools in the same area serving the same high risk disadvantaged population. Both groups were volunteers to the study. On a combination of Gates and Metropolitan tests, in the first year the experimental program was tried, 1976-77, first grade KEEP children scored at the 73rd mean percentile compared with a 30th percentile score for the public school controls. Similar differences were obtained during 77-78 at the second grade level, when the experimental group scored at the 61st percentile compared with the control public school score at the 27th percentile. 1978-79 scores, while not sustained at these initially very high levels, continue to show scores in favor of the KEEP groups at each grade level (Klein, 1981; Tharp, in press):

1978-79 Reading Test Scores (in percentiles)

	KEEP	Controls
Grade One	48.5	29.0
Grade Two	44.0	30.5
Grade Three	50.5	26.0

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A number of factors might account for these differences. KEEP points to the specific features and elements of the program which, in combination, distinguish it from regular public school practices.* Also contributing to the very early differences in outcome might be factors that inhere in experimental sites; for example test taking conditions, or the attention and recognition invariably given to teachers and children in special settings.

The second evaluation in public school settings was planned to test the sturdiness of the program in two different public schools and to find out how the features work when subject to local adaptations. The two schools were in rural and semi-rural communities where there are heavy concentrations of Hawaiian ancestry children. Children were assigned randomly, with two first grade classes using the KEEP program and two serving as controls. At the time of our visit, data was available for the first year of public school implementation, 1978-79. Although it is too soon to assess the durability over time of the cumulative effects on children, the first reports released in 1980 showed KEEP-taught children significantly exceeding controls on two standard measures of reading

---

*Besides direct instruction of comprehension in small group learning centers, they include the consistent use of contingency reinforcement techniques, diagnostic prescriptive instruction with continuous feedback of data on student progress, a quality control system which monitors implementation of specific teaching practices, and the teacher training required to maintain the necessary classroom practices. Not mentioned but of possible consequence is the early start the KEEP program gives to reading in the kindergarten.

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achievement (Tharp, 1981).

Moreover, data obtained in quality control monitoring of teaching behaviors (Au & Hao, in press) are currently being related to data from KEEP's own criterion referenced tests on a teacher-by-teacher basis. Results obtained to date indicate that public school teachers in the KEEP program do change their behaviors during small group instruction in desired ways, and that improvements in pupil performance accompany these changes (Au, personal communication, 9/81).

While these data in themselves are not sufficient grounds from which to draw firm conclusions about the program's comparative effectiveness, they are a step towards discovering the type of monitoring and support of teachers that is necessary to obtain steady improvements in student achievement. Subsequent reports of evaluations at these and other public school sites should contribute to understanding the level of public school effort that can be maintained and the outcomes that can be expected over time.

Unlike most mainland programs that limit their evaluations to reports of outcome measures, KEEP continues to explore the processes that contribute to the outcomes. It thereby may add important new dimensions to the methodologies of educational evaluation, and simultaneously help others to interpret the implications of KEEP's work for improving the education of children from ethnically diverse low income populations in other parts of the United States.

* * * * * * *

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IN CONCLUSION

As we said at the beginning of this report, to learn about the Kamehameha Early Education Program is to learn as much about its unwillingness to settle for low achievement and about the spirit of inquiry that animates its work as it is to learn about specific program components. The lessons of KEEP are the lessons of that spirit of inquiry, of the multi-disciplinary collaboration among psychologists, anthropologists and teachers; and of the long-term sustained character of their work.

We did not ask for figures on the costs of the KEEP program, but we did learn that, having supported KEEP and its antecedent basic research for ten years, the Bishop Estate Trustees have agreed to continue support for another grant period. This support will make possible both work in the public schools and program development for the intermediate grades. Thus KEEP will be able to test an hypothesis about the long-term effects of an investment in the elementary school years.

Few organizations have had the resources or the priorities that the Bishop Estate has chosen to give to this major long-term effort. But the costs may not be considered too high if KEEP succeeds in creating school contexts in which previously failing children acquire both the basic skills and the inclination to continue in school, and if others can learn from KEEP's experience and get on with that same job elsewhere. The funders in Hawaii seem willing to continue support for as long as it may take to ensure success. That is surely an act of trust and imagination that is not, to our knowedge, generally found elsewhere.

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STATE LEGISLATIVE
SUPPORT ___

The Legislative Resolution on the following pages is in process with the Hawaii State Legislature. Prospects of passing are excellent. As of March 15, 1984, this resolution was reported out of committee.

(To be made ine and twelve copies)

THE SENATE
Twelfth LEGISLATURE 1984
STATE OF HAWAII

S.C.R. NO. 44

SENATE CONCURRENT RESOLUTION

SUPPORTING THE FINDINGS AND RECOMMENDATIONS OF THE UNITED STATES SENATE COMMITTEE ON APPROPRIATIONS, SUBCOMMITTEES ON LABOR, HEALTH AND HUMAN SERVICES, EDUCATION, AND RELATED AGENCIES, NATIVE HAWAIIAN EDUCATIONAL ASSESSMENT PROJECT

WHEREAS, the Native Hawaiian Educational Assessment Project was created at the request of the U.S. Senate Committee on Appropriations in an effort to identify areas of need where federal support could be appropriately and effectively targeted to meet the unique educational needs of children of Hawaiian Ancestry; and

WHEREAS, the Native Hawaiian Educational Assessment Project was designed on the premise that education, beginning particularly with the very young, is the best and most important means for changing and improving an individual's economic and social self-sufficiency; and

WHEREAS, the project was completed in March of 1983 and resulted in the circulation of a study entitled, The Native Hawaiian Educational Assessment Project (NHEAP) Final Report; and

WHEREAS, the Native Hawaiian Educational Assessment Project has found through the comprehensive survey of testimony, data, and social science analyses that Native Hawaiians are a group at risk, virtually from birth and that:

(1) Hawaiian students score below parity with national norms on standardized achievement tests; and

(2) Hawaiians are disproportionately represented in many negative social and physical statistics, indicative of special educational needs; and

(3) Hawaiian students have educational needs related to their unique culture; and

WHEREAS, the results of the Native Hawaiian Educational Assessment Project has confirmed the need to target federal funding for special educational programs for Native Hawaiian Children; and

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WHEREAS, Congress in the past, has responded to the special needs of Native Americans by enacting various laws such as the Job Training Partnership Act, the Native American Religous Freedom Act, and the Community Services Act; and

WHEREAS, numerous other federal programs such as the Education for the Handicapped Act; Administration for Children, Youth, and Families; National Institute for Education; Indian Education Act; Vocational Education Act; Adult Education Act; and Higher Education Act; have the potential for making possible special programs and resources that could be targeted to address the educational needs of Native Hawaiians; and

NOW, THEREFORE, BE IT RESOLVED by the Senate of the Twelfth Legislature of the State of Hawaii, Regular Session of 1984, the House of Representatives concurring, that this body does hereby:

(a) urge Congress to amend the Indian Education Act, as well as other federal Native American and education laws to include Native Hawaiians; and

(b) encourage the appropriate state and federal agencies to utilize the NHEAP Study for the purpose of developing a more effective educational program for Native Hawaiians; and

(c) convey its support for the findings and recommendations of the Native Hawaiian Educational Assessment Project; and

BE IT FURTHER RESOLVED that Hawaii's Congressional delegation is urged to continue its supportive action in this area; and

BE IT FURTHER RESOLVED that certified copies of this Resolution be transmitted to Hawaii's congressional delegation, the Board of Education of the State of Hawaii, the Board of Regents of the University of Hawaii, the Board of Trustees of the Office of Hawaiian Affairs, and the Board of Trustees of the Kamehameha Schools/Bishop Estate.

OFFERED BY:

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RATIONALE FOR
FEDERAL SUPPORT

University of Hawaii at Manoa

Department of History
Sakamaki Hall A203 • 2530 Dole Street
Honolulu, Hawaii 96822

March 6, 1984

TO: Senator Robert T. Stafford, Chairman
Subcommittee on Education, Arts, and Humanities
Committee on Labor and Human Resources

FROM: Dr. Pauline Nawahineokala'i King
Associate Professor of History

RE: Native Hawaiian Education Assessment Project

I am Pauline Nawahineokala'i King, an associate professor of history at the University of Hawaii at Manoa.

I wish to testify on Native Hawaiian education needs and the necessity for federal legislation in regard to the subject.

I believe that Hawaiians as an aboriginal people of the United States recognized in Title VIII of P. L. 93-644 as Native Americans, are eligible for special legislation enacted by Congress to address the particular needs of Native Hawaiians.

There is historic precedent for the consideration by the United States of a special responsibility for the Hawaiian people. Treaty relations and federal legislation exist which establish the link between the United States government and the Hawaiian people. But the special relationship is also based on tradition. The bond between the United States and the Hawaiian People has been a close and meaningful one. We have been more closely associated with the United States than with any other world power since our contact with the western world in 1778.

The contact between Americans and Hawaiian started in the 1790s when American entrepreneurs either passed through Hawaii in pursuit of Pacific trade or began to reside in Hawaii to engage in commercial activities. By 1820 American Protestant missionaries had arrived and began to influence the native kings, chiefs, and people in every aspect of their social, political, and economic life. Educational institutions and principles, cultural values and mores, Christian theology and churches, and the like, were part of that extraordinary influence.

This association was confirmed in 1842 when President Tyler and his Secretary of State, Daniel Webster, recognized the Hawaiian Kingdom as an independent nation and a sovereign entity. The United States was the first

AN EQUAL OPPORTUNITY EMPLOYER

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Pacific power to do so. Secretary Webster informed Hawaii's diplomatic representatives, Timothy Ha'alilio and William Richards that

> The United States have regarded the existing authorities in the Sandwich Islands as a Government suited to the condition of the people, and resting on their own choice; and the President is of the opinion that the interests of all the commercial nations require that the Government should not be interfered with by foreign powers. Of the vessels which visit the islands, it is known that a great majority belong to the United States. The United States, therefore, are more interested in the fate of the islands, and of their Government, than any other nation can be; and this consideration induces the President to be quite willing to declare, as the sense of the Government of the United States, that the Government of the Sandwich Islands ought to be respected, that no power ought either to take possession of the islands as a conquest, or for the purpose of colonization, and that no power ought to seek for any undue control over the existing Government, or any exclusive privileges or preferences in matter of commerce.
>
> (Ref: Webster to Ha'alilio and Richards, Dec. 19, 1842, original in Archives of Hawaii; printed in Sen. Ex. Docs., 52 Cong., 2 Sess., No. 77, pp. 40-41.)

President Tyler in a message to Congress in December of 1842 reiterated this special concern for the Hawaiian Kingdom and its people:

> Considering, therefore, that the United States possesses so very large a share of the intercourse with those islands, it is deemed not unfit to make the declaration that the Government seeks ... no peculiar advantages, no exclusive control over the Hawaiian Government, but is content with its independent existence, and anxiously wishes for its security and propserity.
>
> (Ref., Sen. Ex. Docs., 52 Cong., 2 Sess., No. 77, pp. 35-37)

Congress has also recognized the American special interest in the fate of the islands. In 1894 in two resolutions, the Turpie and the McCreary, Congress reiterated the policy statement of Tyler. In them the point was made that while the Hawaiian Kingdom was an independent nation, its status was always of special interest to the United States.

Treaty relations began with a formal diplomatic treaty of commerce, friendship and navigation negotiated and signed in 1849. It was a fully negotiated instrument between two sovereign entities. Article I of the treaty reads "There shall be perpetual peace and amity between the United States and the King of the Hawaiian Islands, His Heirs and His successors." Article XVI reads in part "Any citizen or subject of either party infringing the articles of this treaty shall be held responsible for the same, and the harmony and good correspondence between the two governments shall not be interrupted

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thereby, each party engaging in no way to protect the offender or sanction such violation."

Thus, the Kingdom of Hawaii was recognized as having sovereign powers over all our lands, interior waters, and coastal waters of the Hawaiian Islands and of the archipelago as a whole, and the integrity of the nation was assured.

In 1876, the United States made a special treaty or convention of reciprocity with the Hawaiian Kingdom. It was argued in Congress at the time that the historical precedent for such a special treaty had been set by Americans and American interests in Hawaii in the missionary activities and the commercial and industrial endeavors of American businessmen and whalers. It was also argued that the United States Government had long had a protective attitude toward the government of the Hawaiian Kingdom.

(Ref., Cong. Rec., IV, 3348, 4261, 4265-4266, 5118, 5431, 5461-5463, 5485-5491, 5533-5535, 5563-5572.)

On its part the Hawaiian Government expressed its good faith by agreeing to enter into a special relationship with the United States so long as the treaty was in force. In Article IV a provision read:

> It is agreed, on the part of His Hawaiian Majesty, that, so long as this treaty shall remain in force, he will not lease or otherwise dispose of, or create any lien upon any port, harbor, or other territory in his dominions, or grant any special privileges or rights of use therein, to any other power, state or government, nor make any treaty by which any other nation shall obtain the same privileges relative to the admission of any articles free of duty, hereby secured to the United States.

In 1887, the Reciprocity Treaty was renewed for seven years and the Hawaiian Government gave greater assurance of its good faith by providing in Article II that the Hawaii King "grants the Government of the United States the exclusive right to enter the harbor of Pearl River...to establish and maintain there a coaling and repair station for the vessels of the United States...."

Despite the provisions to secure an advantage to the United States in Hawaiian affairs, the United States in effect abrogated the Reciprocity Treaty when the McKinley tariff placed sugar on the free list in 1890. Thus Hawaii had agreed to a reciprocal arrangement and American law had made it meaningless.

During this time when Hawaiian sovereignty was vested in a Hawaiian monarchy, then, diplomatic relations with the United States were in constant operation. In other words, sovereignty was exercised, continuous and recognized.

In a revolution in 1893, United States marines and sailors came ashore in

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Honolulu and assisted a small group of businessmen in ending our monarchy. The presence of these U.S. troops was instrumental in making a revolution a success.

In 1898, the United States annexed the Republic of Hawaii. The agreement was made for Hawaiians by the leaders of the government who were the revolutionists of 1893. Thus external sovereignty was passed from the government of Hawaii to the United States. It was done without the consent of the Hawaiian people and that sovereignty of the Hawaiians as a people has never been extinguished.

Federal legislation has established the precedent that we are a sovereign people in a trust relationship with the federal government. I refer to the Hawaiian Homes Commission Act of 1920 which established the lease land for persons of fifty percent or more Hawaiian blood. At the time of its passage, the Solicitor for the Department of the Interior rendered an opinion upholding Congress' power to enact legislation for the benefit of Native Hawaiians under Congress' power to legislate for the benefit of Indians. The similarity between Hawaiians on Hawaiian Homes lands and Indians on public lands was emphasized in the opinion of the solicitor of the Department of the Interior in hearings before a U. S. House of Representatives Committee on Territories. (U. S. Congress, House of Representatives, Proposed Amendments to the Organic Act of the Territory of Hawaii, 66 Congress, 2 Session.)

Tradition, treaties, federal legislation - all indicate that the federal government should concern itself with the problems and programs of Native Hawaiian education.

P&R:gae

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PUBLIC SCHOOL
SUPPORT

Draft #5
March 16, 1984

**STATEMENT OF UNDERSTANDING BETWEEN
THE DEPARTMENT OF EDUCATION, STATE OF HAWAI'I AND
THE KAMEHAMEHA SCHOOLS/BERNICE PAUAHI BISHOP ESTATE**

The purpose of this statement is to reaffirm the cooperative and beneficial working relationship between the Department of Education and The Kamehameha Schools/Bernice Pauahi Bishop Estate. This relationship is intended to enhance mutual efforts to assist a greater number of Hawaiian students to receive the benefits of education.

The Board of Education's Goal of Public Education:

> The Goal. The State of Hawaii shall provide a public school system and a public library system with scope and programs from pre-school to high school for children, youth, and adults. Such programs shall be simultaneously intellectual, aesthetic, and practical, with instructional practices which insure the learner the acquisition of knowledge relevant to living in the present, and the arts and skills of knowledge-making for speculating about living in the future. All programs derive from a curriculum which must include the areas of knowledge of English, the Sciences, Mathematics, the Social Sciences, the Humanities and the Practical Arts, and all other support services necessary for implementation.[1]

The Kamehameha Schools/Bernice Pauahi Bishop Estate is a private, non-profit, accredited educational institution whose primary mission is: ". . .to assist the beneficiaries, giving preference to children and youth of Hawaiian ancestry, in their efforts to develop their highest potential as effective participants in society by offering as many meaningful educational opportunities as resources will permit."[2]

Striving for excellence in education in Hawai'i is a goal shared by the Department of Education and The Kamehameha Schools/Bernice Pauahi Bishop Estate.

Both agencies have a long history of providing educational services in Hawai'i; the Department of Education since 1841 and The Kamehameha Schools/Bernice Pauahi Bishop Esate since 1887.

Both agencies are mandated by law to provide educational services in Hawai'i in perpetuity.

While The Kamehameha Schools/Bernice Pauahi Bishop Estate's primary beneficiaries are part-Hawaiian, addressing their educational needs in the public schools should benefit all children of Hawai'i.

---

1 Policy 2000 "Philosophy of Education, Hawaii's Public Schools" Rev. 1970;

2 The Kamehameha Schools/Bernice Pauahi Bishop Estate Mission Statement, Revised 1980.

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The Kamehameha Schools/Bernice Pauahi Bishop Estate desires to learn from, build upon, and assist public school programs, not to compete with the Department of Education's efforts or to replace them.

In a spirit of cooperation and mutual respect, the Department of Education and The Kamehameha Schools/Bernice Pauahi Bishop Estate agree in principle to the following:

- Programs initiated by The Kamehameha Schools/Bernice P. Bishop Estate which will affect the public schools will be developed in cooperation with the Department of Education.

- The Department of Education and The Kamehameha Schools/Bernice Pauahi Bishop Estate seek to improve inter-agency communication at all levels; to facilitate comprehensive planning; to conduct mutually beneficial direct action and research programs; and to continue to cooperatively investigate options which may provide specific educational benefits for Hawaiian students as well as students of other ethnic backgrounds.

- At their mutual convenience and discretion, the Department of Education and The Kamehameha Schools/Bernice Pauahi Bishop Estate may exchange any information which is available or can be acquired on the educational and demographic conditions of the Hawaiian/part-Hawaiian school-age population, keeping in mind the welfare of all students and their right to privacy.

- To ensure that continued coordination and cooperation occur to benefit Hawaiian students in the public schools, the Board of Education and the Trustees of The Kamehameha Schools/Bernice Pauahi Bishop Estate will meet annually to discuss areas of mutual interest and concern.

- The Superintendent of the Department of Education and the President of The Kamehameha Schools or their designees will meet twice a year to discuss concerns and evolving issues.

- Quarterly follow-up meetings at the program-planner level will be held to address specific areas of mutual concern such as budgeting, support services, curriculum evaluation and other items which will require subsequent coordination and continuity of efforts.

- With the approval of the Board of Education and Trustees of The Kamehameha Schools/Bernice Pauahi Bishop Estate, additional statements of understanding/agreement may be established between both agencies to include more detailed provisions that will address the needs of specific programs.

The signatures of the members of the Board of Education and the Trustees of The Kamehameha Schools/Bernice Pauahi Bishop Estate acknowledge and confirm their desire to re-affirm cooperative working relationships as expressed through this statement of understanding.

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OTHER INFORMATION

INFORMATION ON:

POST SECONDARY EDUCATION NEEDS OF

NATIVE HAWAIIANS

Materials and background data prepared by Kiyoshi Ikeda, Co-Convener of University of Hawai'i Task Force on Underrepresentation of Native Hawaiian Students and the Hawaiian Studies Program at the University of Hawai'i at Mānoa, and KSBE/Extension Education Division Na Ho'okama a Pau'ahi Scholarship and Counseling Program. Detailed technical materials available upon request.

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HIGHLIGHTS OF FINDINGS IN CHART I

1. THE NATIVE HAWAIIAN POPULATION IS BOTH A GROWING NUMBER AND GROWING PROPORTION OF THE CIVILIAN POPULATION IN THE STATE OF HAWAII.

   THE COMPARISON OF THE NUMBERS, BOTH IN TOTAL AND IN AGE-LEVEL BREAKDOWNS SUGGEST INCREASE THROUGH BIRTHS.

   THE RESULT IS THAT AN INCREASING NUMBER AND PROPORTION OF THE YOUNG PEOPLE IN HAWAII IS OF NATIVE HAWAIIAN BACKGROUND.

HIGHLIGHTS OF FINDINGS IN CHART II

2. ABOUT ONE HALF OF THE NATIVE HAWAIIAN POPULATION IS MADE UP OF YOUTHS AND CHILDREN EIGHTEEN YEARS OF AGE AND YOUNGER.

HIGHLIGTHS OF FINDINGS IN CHART III

3. OF THE NATIVE HAWAIIANS WHO WENT TO COLLEGE (THOSE 25 YEARS AND ABOVE),
   a. FEWER ATTEND COLLEGE IN COMPARISON WITH OTHERS (CAUCASIAN, CHINESE, JAPANESE)
   b. FEWER COMPLETE COLLEGE STUDIES (COMPLETING THE BACHELOR'S DEGREE).

HIGHLIGHTS OF FINDINGS IN CHART IV

4. OF THOSE IN THE COLLEGE-BOUND AGE GROUP (AGES TWENTY AND TWENTY-ONE),
   a. NATIVE HAWAIIANS ATTEND COLLEGE STUDIES AT LESS THAN ONE-HALF THE RATE OF OTHERS (CAUCASIAN, CHINESE, JAPANESE).
   b. THERE IS A DROP IN COLLEGE STUDIES FROM AGE TWENTY TO TWENTY-ONE AMONG NATIVE HAWAIIANS, COMPARED TO AN INCREASE IN RETENTION AMONG OTHERS (CAUCASIAN, CHINESE, JAPANESE).
   c. FROM CHART III AND IV, RETENTION AND COMPLETION OF BACHELOR DEGREE STUDIES REMAINS A BASIC CHALLENGE IN ACADEMIC DEVELOPMENT AND SUPPORT AMONG NATIVE HAWAIIANS.

HIGHLIGHTS OF FINDINGS IN CHART V

5. ATTENDING COLLEGE SIGNIFICANTLY REDUCES CHANCES OF BEING UNEMPLOYED IN THE LABOR FORCE.
   a. CHANCES FOR BECOMING UNEMPLOYED AMONG THOSE WHO COMPLETE LESS THAN COLLEGE EDUCATION IS GREATER AMONG NATIVE HAWAIIANS THAN AMONG THOSE IN THE GENERAL POPULATION.
   B. UNEMPLOYMENT LEVELS EVEN OUT AS POST-SECONDARY STUDIES IS PURSUED AND/OR COMPLETED.

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HIGHLIGHTS IN FINDINGS FROM TABLE 1.

6. NATIVE HAWAIIANS ARE AT MUCH HIGHER RISK IN BEING UNABLE TO KEEP PACE WITH INFLATIONARY RISES IN THE COST OF LIVING DUE TO THEIR LOWERED EDUCATIONAL ATTAINMENT AND RELATED UNEMPLOYMENT AND JOB INSECURITY. (CHARTS III, IV, AND V PROVIDE DETAIL ON LOWERED EDUCATIONAL ATTAINMENT AND UNREPORTED DATA ARE AVAILABLE WHICH DESCRIBE THE LOWER-PAYMENT JOBS INTO WHICH NATIVE HAWAIIANS ARE LOCKED IN DISPROPORTIONATE NUMBERS.)

HIGHLIGHTS FROM TABLE 2.

7. NATIVE HAWAIIANS, OF EVERY AGE GROUP AND SOCIAL STATUS ARE UNITED IN PRESSING FORWARD ON IMPROVING THE EDUCATIONAL ATTAINMENT OF THEMSELVES AND THEIR CHILDREN. WHETHER IT IS MATTERS OF FINANCIAL AID OR ACADEMIC SUPPORT SERVICES, THEY KNOW THAT TO SAVE THEIR CHILDREN AND THEMSELVES, SUCH PROGRAMS ARE ESSENTIAL FOR THEIR FUTURE WELL-BEING.

IMPLICATIONS FROM THE MATERIALS PRESENTED

1. THE DISPROPORTIONATE ABSENCE OF COLLEGE-BOUND AND POST-SECONDARY BOUND CHILDREN AND ADULTS WITHIN THE NATIVE HAWAIIAN COMMUNITY MUST BE REMEDIED, IF DEPENDENCY AND INSECURITY IS TO BE LOWERED SIGNIFICANTLY.
2. BY PROVIDING THOSE MEANS AND TOOLS FOR ACADEMIC ATTAINMENT AND SUCCESS INTO POST-SECONDARY EDUCATION AND COLLEGE STUDIES, THE NATIVE HAWAIIAN POPULATION HAS EVERY CHANCE OF SUCCEEDING IN BREAKING OUT OF THE PRESENT TRAPS.
3. FEDERAL SUPPORT IN FINANCIAL AID AND ACADEMIC SUPPORT SERVICES AT THE POST-SECONDARY AND COLLEGE LEVELS IS ESSENTIAL IN AIDING THE FAMILIES AND THE COMMUNITY TO ATTAIN ITS CHERISHED GOALS.

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6. GIVEN THE FACT THAT A LARGE MAJORITY OF NATIVE HAWAIIAN FAMILIES ARE IMPOVERISHED AND BURDENED, THEIR WISH AND DRIVE FOR THE BEST IN POST-SECONDARY EDUCATION CAN ONLY BE MADE POSSIBLE BY STRUCTURED AND EFFECTIVE FINANCIAL AID AND ACADEMIC SUPPORT SERVICES. AS IT NOW, EVEN AT A RELATIVELY LOWER TUITION INSTITUTION SUCH AS THE UNIVERSITY OF HAWAII AT MANOA, THERE IS HIGH SELECTIVITY IN DRAWING FROM THE MORE AFFLUENT FAMILIES OF NATIVE HAWAIIAN BACKGROUND TO THE ABSENCE OR EXCLUSION OF TALENT FROM LESS ADVANTAGED HOUSEHOLDS. WITH THE PLANNED TUITION RISES, THAT ABSENCE OR EXCLUSION WILL BE ALL THE MORE LIKELY.

THE KINDS OF FINANCIAL AID APPROACHES AND ACADEMIC SUPPORT PROGRAMS PROVIDED UNDER FEDERAL LEGISLATION IS CRITICAL IN MEETING THE CHALLENGE OF: INCREASING THE NUMBER OF HAWAIIANS IN POST-SECONDARY EDUCATION; AND SUCCESSFUL COMPLETION OF THE POST HIGH EDUCATIONAL GOALS AND OBJECTIVE.

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CHART I

PERCENTAGE AND NUMBER OF NATIVE HAWAIIANS IN THE STATE OF HAWAII CIVILIAN POPULATION - 1970 AND 1980 HEALTH SURVEILLANCE SAMPLES

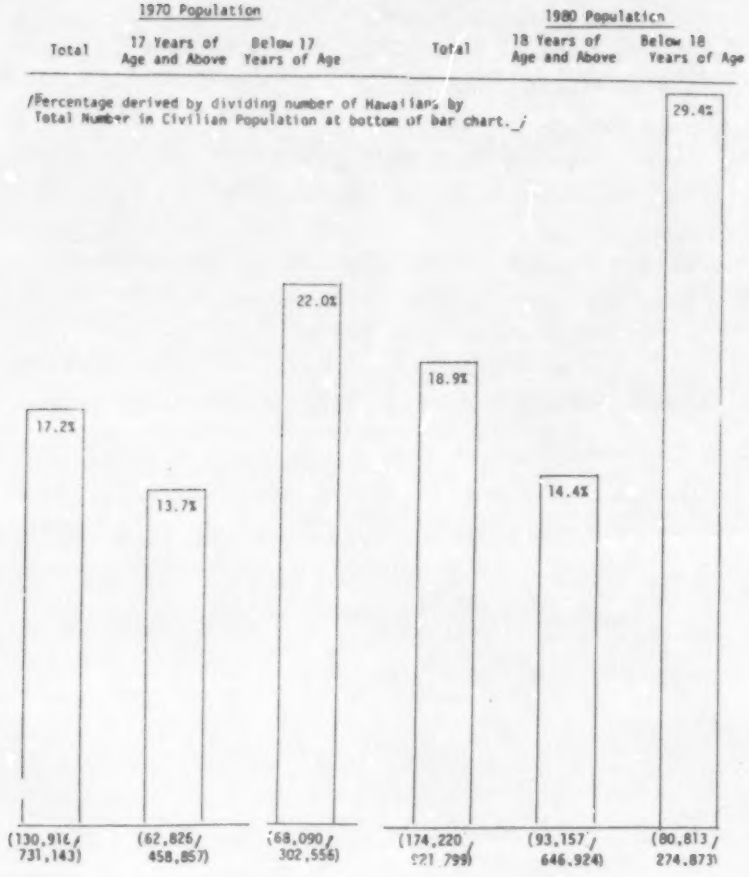

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CHART II

PERCENTAGE OF THE TOTAL NATIVE HAWAIIAN POPULATION IN THE STATE OF HAWAII WHO ARE 18/19 YEARS OF AGE AND BELOW (1973-78 Average and 1980 Health Surveillance Sample Estimates)

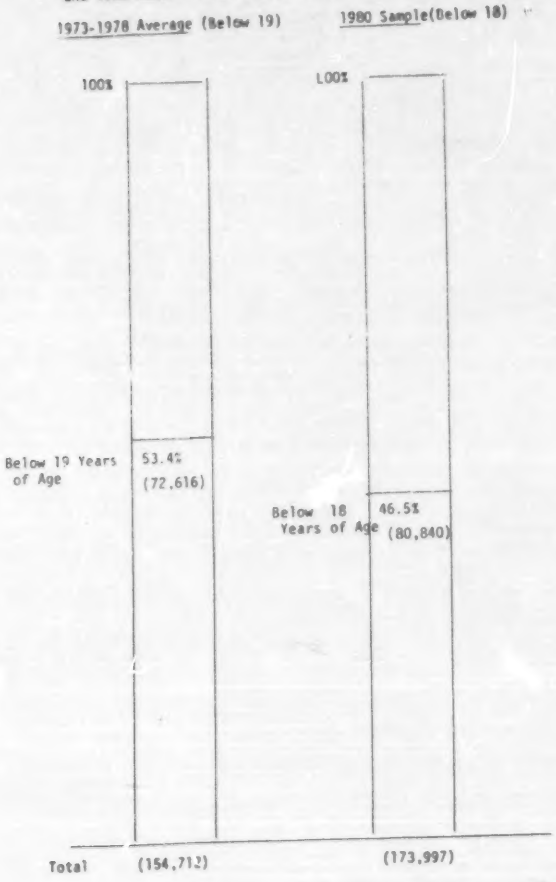

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CHART III

RATE OF COMPLETION OF BACHELOR DEGREE STUDIES OF THOSE WHO WENT TO COLLEGE AMONG NATIVE HAWAIIANS AND OTHERS (Caucasian, Chinese, Japanese) - PERSONS TWENTY-FIVE YEARS OF AGE AND ABOVE (1975 OEO SPECIAL SAMPLE)

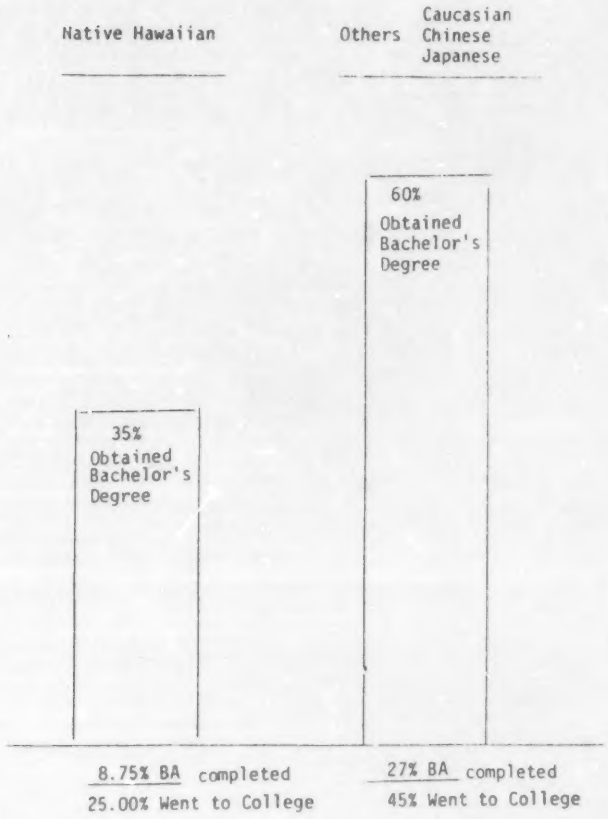

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CHART IV

COLLEGE-BOUND RATES OF PERSONS TWENTY AND TWENTY-ONE YEARS OF AGE AMONG NATIVE HAWAIIANS AND OTHERS (CAUCASIAN, CHINESE, JAPANESE) IN 1975 (1975 STATE OF HAWAII OEO SPECIAL SAMPLE)

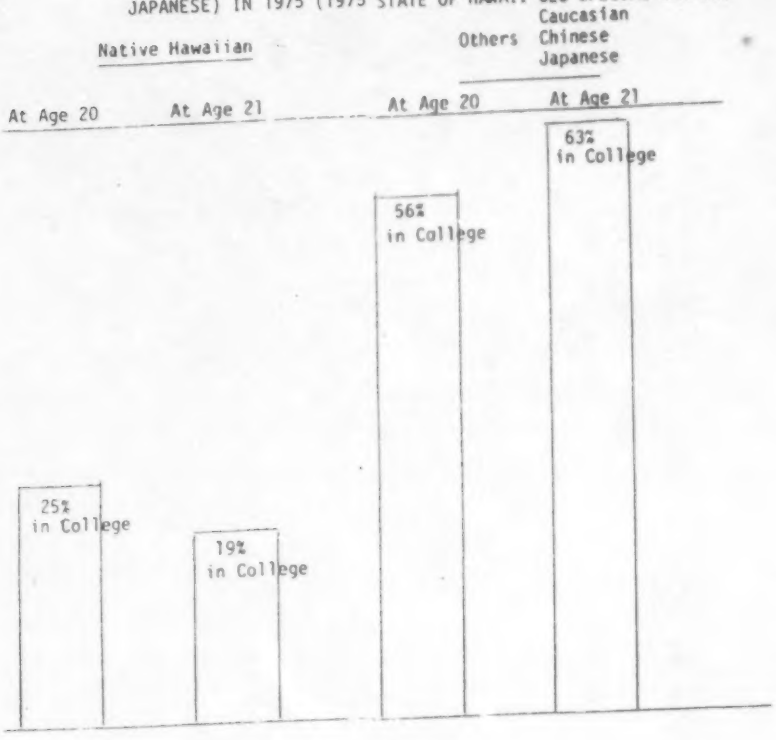

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CHART V

UNEMPLOYMENT LEVELS BY EDUCATIONAL LEVEL AMONG MEN AND WOMEN - NATIVE HAWAIIAN AND GENERAL POPULATION DIFFERENCES (1975 STATE OF HAWAII OEO SPECIAL SAMPLE)(Persons 16 Years of Age and Over)

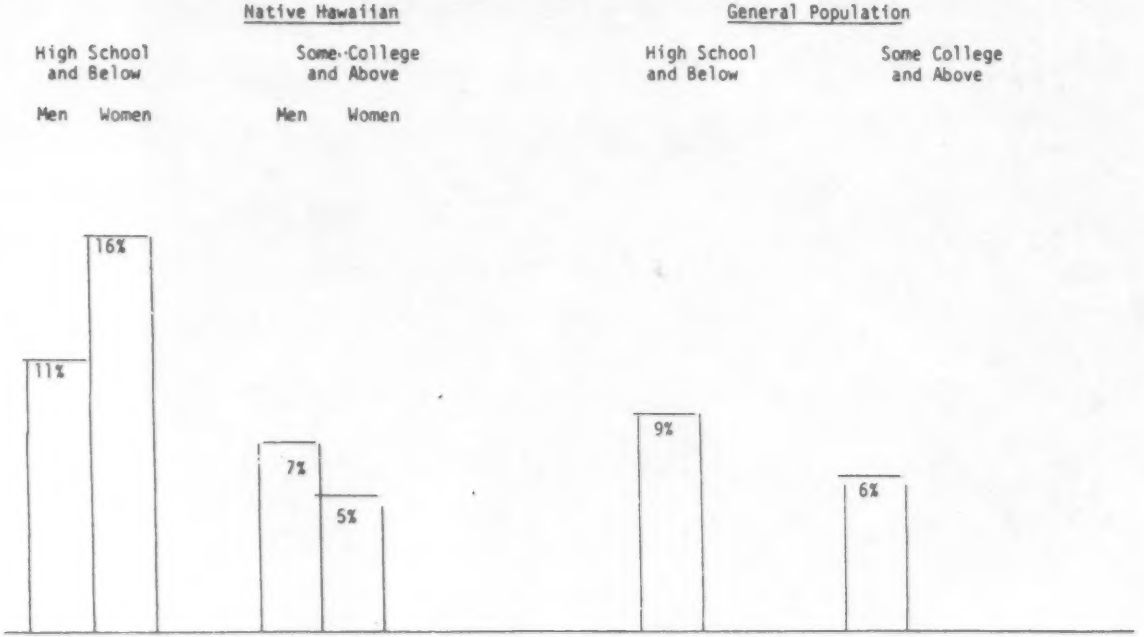

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TABLE I CHANGE IN MEDIAN CIVILIAN FAMILY INCOME BY ETHNIC GROUP IN THE STATE OF HAWAII 1973-1977 - Health Surveillance Sample*

Ethnicity	Year*** 1973	1977	Percent Change	Unemployment Level-1975**
Hawaiian				
Pure Hawaiian	$9,412	$9,278	- 1.4%	11.7%
Part Hawaiian	$10,840	$13,615	+ 25.6%	
Non-Hawaiian				
Filipino	$9,634	$12,683	+ 31.6%	6.6%
Japanese	$14,344	$19,431	+ 35.5%	4.1%
Caucasian	$14,097	$19,005	+ 34.8%	9.5%
Chinese	$15,218	$21,183	+ 39.2%	n.a.

* From POPULATION REPORT NUMBER 5(1976) and NUMBER 11(1979) of the State of Hawaii Department of Health.

** From Robert D. Retherford, "Migration and Unemployment in Hawaii," Papers of the East-West Population Institute, No. 79, January, 1982, Table 1, p. 4.

*** Unemployment rates for the civilian labor force between 1970 and 1980 in Hawaii ranged from 4.9% in 1970; 6.9% in 1971; 7.7% in 1972; 7.2% in 1973; 7.9% in 1974; 8.3% in 1975; 9.8% in 1976; 7.4% in 1977; 7.8% in 1978; 5.3% in 1979; and 5.0% in 1980. From Table 243, p. 256, HAWAII DATA BOOK, 1981.

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TABLE 2

EDUCATIONAL (POST-SECONDARY SCHOOLING) CONCERNS OF LEADERS AND GENERAL POPULATION OF NATIVE HAWAIIAN BACKGROUND
(1981 Kamehameha Schools Needs Survey)

Item of Concern (Agree to Importance)	Community Leaders	Potential Client Groups *
1. High Importance of Increasing Educational Achievement	97%	95%
2. Interest in Financial Aid for College/ Vocational Training	79%	89%
3. Interest in Counseling for College/ Vocational Training	78%	85%
4. High Importance of Preventing School Problems for Children	94%	88%

* Potential Client Groups are made up of
1. Households without Children (Childless, Young)
2. Households with Pre-School Children
3. Households with School-Age Children under 12 of Age
4. Older Households (35 years and above without Children Below 19 Years of Age

Native Hawaiian Educational Assessment Project

Special supplement to *He Aha Ka Meahou ma Kamehameha*, Vol. 17, No. 2, Winter 1983

Introduction

For the past year and a half, The Kamehameha Schools/Bishop Estate has been involved in an ambitious effort to obtain more information about the educational needs of Hawaiians. This effort was named the Native Hawaiian Educational Assessment Project (NHEAP).

The project was initiated in November 1981 when the United States Senate Appropriations Committee instructed the Federal Department of Education to submit to Congress a comprehensive report on the status of education for Native Hawaiians. These instructions were accompanied by an offer from The Kamehameha Schools/Bishop Estate to underwrite costs of the assessment and preparation of the report.

The study began in February 1982 and was completed in March 1983 when the *NHEAP Final Report* was submitted to U.S. Secretary of Education Terrel Bell. The report contains the most complete information ever assembled about the educational needs of Hawaiian youth.

The purpose of the project was not to simply document unfortunate conditions of an ethnic group. Rather, the report has three principal uses:

First, it provides baseline data against which to measure the impact of specific efforts aimed at improving the condition of Hawaiians;

Second, it provides responsible public officials with reliable information which can be used as the basis for preparing legislation to obtain funds and for enacting programs to meet the needs; and

Third, it provides Hawaiian service institutions and educational agencies with defined areas for targeting use of their resources.

The research has been extensive, drawing upon and analyzing as much existing data pertaining to the educational needs of Native Hawaiians as could be obtained. This included: testimony, social indicator statistics, and social science analysis (scientific or scholarly studies).

The project's findings, which are discussed in greater detail on pages *ii* and *iii* of this supplement, may be summarized as follows:

I. **Academic Achievement:** Taken as a whole, Hawaiian students score below the national average on standardized tests.

II. **Special Educational Needs:** Hawaiians are disproportionately represented in many negative social and physical statistics, indicating their special educational needs.

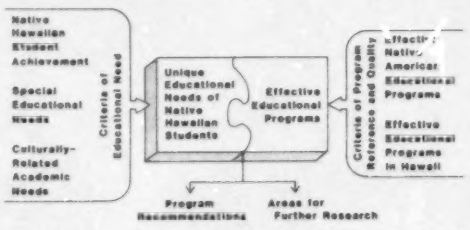
III. **Culturally-Related Needs:** Hawaiian students have educational needs which are related to their unique cultural situation—e.g., learning style and feelings of self-worth.

IV. **Educational Research:** Although more needs to be done in this area, educational research and development projects in Hawai'i and on the mainland have identified principles of effective schooling which can be applied in efforts to address the unique needs of Native Hawaiian students.

The Kamehameha Schools/Bishop Estate staff who designed and carried out the NHEAP study have been commended for their contributions to this important work. A key figure is Trustee Myron Thompson, whose interest and energy initiated the project. Thompson also chaired the executive steering committee which guided the project. (See list of executive steering committee members, page *iv*.)

This four-page *He Aha* supplement summarizes the findings and recommendations generated by this project. □

NATIVE HAWAIIAN EDUCATIONAL ASSESSMENT PROJECT


Native Hawaiian Student Achievement
Special Educational Needs
Culturally-Related Academic Needs
Criteria of Educational Need
Unique Educational Needs of Native Hawaiian Students
Effective Educational Programs
Criteria of Program Relevance and Quality
Effective Native American Educational Programs
Effective Educational Programs in Hawaii
Program Recommendations
Areas for Further Research

The NHEAP study was a two-part process. First, the unique educational needs of Hawaiian students were identified. Then, efforts were made to identify existing programs that might meet the describes' needs.

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NHEAP Special Supplement

The Findings

Hawaiian students have some pronounced educational needs. However, there are areas of strength upon which successful programs to meet these needs may be built. Therefore, there is a spirit of optimism about the challenges ahead.

Three categories of need are assessed in the Native Hawaiian Educational Assessment Project. They are:

1) **Standardized Achievement Needs;**
2) **Special Educational Needs; and**
3) **Culturally-related Academic Needs.**

Under these categories, *the NHEAP Final Report* contains an enormous amount of information, and paints a clear picture of the current educational condition of Hawaiian young people.

HAWAIIAN STUDENT POPULATION

	DOE	Private	TOTAL
# Schools	225	112	337
# Students total (1980-81)	163,801 (actual)	34,380 (estimated)	198,294
# Hawaiian (1980-81)	33,423 (actual)	8,558 (estimated)	41,981
% Hawaiian	20.4	24.9	21.2

In the area of student achievement, the needs of nearly 42,000 school-age Hawaiians were assessed. This represents the combined enrollment of Hawaiians in Hawaii's public and private schools.

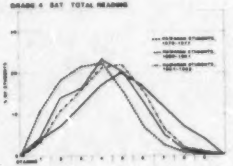
The findings show that:

I. **Hawaiian students score below parity with national norms on standardized tests in reading and math.**

(It is important to note that standardized test scores are not the final and literal measure of success. Even the best of tests samples but a small domain of learning and achievement. However, by compiling and analyzing test scores together with a personal understanding of each child, educators can better understand the needs of students and can develop programs to serve their needs.)

An analysis of Hawaiian students' performance on standardized achievement tests yields the following points:

a) Hawaiian students in our public school system score below parity with national norms;
b) Hawaiian students face stiff competition from Caucasian and Japanese students whose performance exceeds national norms;
c) Hawaiian students consistently score higher on some subtests than others. For example, they do better in reading comprehension than in vocabulary, and in math computation as compared to math application skills;
d) Hawaiian students in Hawaii's private schools score well above national norms on standardized tests; and
e) The scores of Hawaiian students in the public schools have consistently and significantly improved over the past decade.



The achievement level of Hawaiian students in the DOE has been below the national norm but it is improving. In 1981, for fewer Hawaiian students were performing below average as compared to 1976.

II. **Hawaiian students have a disproportionate number of special educational needs that pose barriers to educational achievement.**

The NHEAP report shows that Hawaiian students face a number of special educational needs which are not measureable by standardized tests. Yet these needs do influence performance on such tests. The needs in this category can be organized into six general areas:

a) **Socioeconomic status:** There are numerous indicators that the economic condition of Hawaiians as a group is lower than one would expect. For instance, they are overrepresented in the numbers of welfare recipients and those unemployed. The report presents substantial evidence that low socioeconomic status correlates with low educational achievement.

RATES OF EXCESSIVE ABSENTEEISM IN TEN DOE SCHOOLS

SCHOOL	% OF STUDENT BODY	% OF HAWAIIAN STUDENTS
1	60.5	66.9
2	53.8	55.2
3	51.9	50.8
4	51.9	58.1
5	48.2	79.7
6	47.3	60.8
7	43.6	60.9
8	43.2	71.6
9	43.2	64.8
10	36.4	54.1

Absenteeism is an indicator of alienation from the traditional school setting. The table above indicates that the percentage of Hawaiian students who are excessively absent (20 or more days absent per semester) is disproportionately higher than other students.

b) **Physical health:** Hawaiians are susceptible to a wide array of physical health disorders which are barriers to educational achievement, including high instances of multiple health problems, poor nutrition, diabetes, and hypertension. These may be addressed through educational programs.

c) **Mental health:** Testimony, data, and research analysis suggest that a variety of stressful forces or conditions, such as poverty, low educational achievement, and family stress exist in the lives of many Hawaiians. These conditions have generated depression or resulted in problems in areas such as childrearing, interaction with others, and school behavior.

d) **Alienation:** For a variety of reasons, many Hawaiians are alienated from the major institutions in our society (i.e., school, the political system). This feeling of alienation is signaled by such indicators as: crime, substance abuse, and high absenteeism.

e) **School system barriers:** The problems experienced by a school system tend to have their most dramatic impact upon those students who have special needs. Consequently, any problems experienced by the State Department of Education in maintaining a modern curriculum, adequate funding, or programs for students who are handicapped or have other special learning needs tend to have a more pronounced effect on Hawaiians than students who are thriving within the school system.

f) **Environmental barriers:** For economic and cultural reasons, disproportionate numbers of Hawaiians live in rural communities which have educational environments that, while rich in certain historical, cultural, and physical respects, tend to be deficient in many crucial areas (e.g. quality of facilities).

III. **Cultural behavior and background affect academic achievement.**

The last need area described in the report involves around culture. For many Hawaiians, culture is the basis of their self-concept and identity. This can be a positive or negative factor.

On the one hand, the report contains many pages of testimony and writings indicating that Hawaiians are affected adversely by the loss of their culture. In their view, the events of history have conspired to suppress Hawaiian values, lifestyles, language and beliefs.

There are numerous indicators of problems as the points where the Hawaiian culture meets and interacts with the dominant culture. The classroom is one such point.

Many Hawaiians also acknowledge that they have erected culturally-related barriers of their own making, through negative self-attributions or internal dissension.

> In a widely cited study of self-disparagement among Native Hawaiian youth, McNassor and Monge (1972) quoted from interviews with Hawaiian high school students who had low educational aspirations, lower than their ability levels seemed to indicate.
>
> As discussion of their post-high school plans got underway, the students unhesitatingly expressed the principal reasons why they plan a limited post-high school education and why they consider an education at the University of Hawai'i an impossibility.
>
> "We are not smart."
> "Afraid to try."
> "Not good students like the Japanese."
> "People think we are stupid."
> "A teacher told me not to try, it would be too hard for me."
> "Might fail."

Likewise, barriers have been created by those representing the dominant culture through stereotyping and the widespread use of a culture-bound school curriculum. (See illustration.)

In addition, the preservation of Hawaiian culture has been uneven. There is much about themselves and the ways of their ancestors that Hawaiians do not know. This makes the need for continued support of a Hawaiian and multi-cultural studies particularly strong.

Stereotypes of Hawaiians, both positive and negative, tend to exert subtle pressures on individuals to fit prior expectations, making it difficult for them to develop their unique characteristics and skills.

On the positive side, it is clear that many Hawaiians derive considerable strength and pride from their culture. The community's renewed interest in and emphasis upon things Hawaiian have been a source of work, pride and encouragement for Hawaiians.

> Among Hawaiians there is a new kind of awareness about themselves and their problems. It is what some have called psychological renewal—taking stock of what they are, as measured against what they want to be... In part it involves recognition of their disadvantaged position vis-a-vis other ethnic groups, or what someone has described as "the discovery of their deprived status." But it is also a conscious effort to raise the level of their individual and collective expectations and a resolve to achieve, to whatever the cost, a status equal to, if not better than, that of others in the community. In actuality, what is happening is part of the quest for a higher sense of communal pride and renewed sense of identity as Hawaiians, a search that has fluctuated in speed and intensity but never ceased.
>
> (George Kanahele, 1982)

Programs that expand knowledge of Hawaiian culture will also play a significant role in preparing Hawaiians for the future. Students today must develop a clear understanding of themselves and their values if they are to successfully deal with multiple options they will encounter in the near future.

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Recommendations and Upcoming Activities

Although the needs documented in the *NHEAP Final Report* are in many cases severe, they are not irremediable. The report advances four broad recommendations for those who seek to address the unique educational needs of Native Hawaiians:

I. **Continue to emphasize Basic Skills; build upon success with lower-achieving students; build success for potential higher achieving students.**

II. **Develop interagency programs aimed at individual-family support for Hawaiian students and families with special needs.**

III. **Support Hawaiian and Multi-cultural studies.**

IV. **Conduct further research into educational needs related to the unique cultural situation of Native Hawaiians.**

In addition to promoting understanding and use of the information contained in the *NHEAP Final Report*, a wide variety of activities have been undertaken in the last several months.

The report has been shared with the staff of various Hawaiian agencies, researchers and the Hawaiian community. Work has been done with KS/BE staff, as well as local education and Hawaiian organization policy makers, to ensure that current and future use of local resources consider Hawaiian educational needs. On the federal level, NHEAP members have worked with representatives of U.S. Secretary of Education Terrel Bell, several Congressional committees, and Hawaii's Congressional delegation to assist them in identifying appropriate legislative vehicles for addressing the needs further.

To date there have been two important developments on the federal level. First, three U.S. Senate hearings have been scheduled.

Hearings for the Senate Committee on Appropriations, Sub-Committee on Labor, Health and Human Resources, Education and Related Agencies are scheduled for January 19, 1984, and will be chaired by Senator Lowell Weicker (R.-Connecticut) in Honolulu.

The Senate Committee on Labor and Human Resources, Sub-Committee on Education, Arts, and Humanities chaired by Senator Robert Stafford (R.-Vermont), and the Senate Select Committee on Indian Affairs, chaired by Senator Mark Andrews (R.-North Dakota), will hear testimony in Washington, D.C., in February.

Second, funds have been appropriated to plan for the creation of an educational research laboratory serving the Pacific Basin. These funds were released by the Director of the National Institute for Education and the board of directors of the Northwest Regional Educational Laboratory to a program policy committee for a proposed Pacific Regional Educational Laboratory (PREL).

This committee, made up of chief state school officers in the Pacific region, is currently exploring educational needs of the region, and developing procedural guidelines and a research agenda for PREL. The committee includes Hawaii's Superintendent of Education Dennis Thompson as its chairperson and Dr. Jim Brough as a representative of KS/BE and the Native Hawaiian Educational Assessment Project. □

Native Hawaiian Educational Assessment Final Report
ORDER FORM

Copies of the *Native Hawaiian Educational Assessment Final Report* are available for purchase at the School Store for $17.00 each. Send the form below and your check or money order to: The Kamehameha Schools, School Store, Honolulu, Hawai'i 96817. Allow 4 weeks for delivery.

Number of reports ordered _____ × $15.00 each

Total amount enclosed _____

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Address _____

City _____ State _____

Zipcode _____ Phone _____

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NHEAP Executive Steering Committee and Staff

Directing the Assessment and monitoring the progress of staff was an Executive Steering Committee comprised of the following individuals:

Myron B. Thompson, Chairman—Trustee, The Kamehameha Schools/Bishop Estate.

Urie Bronfenbrenner—Professor of Human Development and Family Studies and of Psychology, Cornell University.

Thomas Cook—Professor of Psychology, Northwestern University.

Harriette Holt—Attorney and former Hawai'i State Legislature researcher.

Pauline King—Professor of History, University of Hawai'i.

Hamilton McCubbin—Chairman and Professor, Department of Family Social Science, University of Minnesota.

Frank Ross—Director of Personnel, U.S. Department of Education.

Robert Sweet—Presidential Advisor on Educational Policy, White House.

Benjamin Young—Dean of Students, School of Medicine, University of Hawai'i.

Staff for the study consisted of the following individuals:

Neil J. Hannahs—Project Director and Director of Communications/Community Relations, The Kamehameha Schools/Bishop Estate.

Jim Brough—Assessment Manager and Director of the Center for Development of Early Education, The Kamehameha Schools, Bishop Estate.

Sherlyn Franklin—Assistant to the President, The Kamehameha Schools/Bishop Estate.

The Kamehameha Schools/Bishop Estate Program Evaluation and Planning Staff:

Ormond Hammond—Director.

Christopher Malotte—Evaluation Specialist.

Jane Hall—Research Assistant.

Gail Aoki—Administrative Assistant.

Kelcey Reeves—Clerk-Typist.

Kathy Fleming—Clerk-Typist.

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Senator STAFFORD. Thank you very much, Mr. Thompson.

I am pleased to see somebody else has to use typing as large as I do, to be able to see it.

Dr. Rath, we would be pleased to hear from you now. We know that you apparently are well acquainted with a long-time friend of mine, Mark Hatfield, the senior Senator from Oregon. He and I were Governors together, further back than I care to think about at the present time.

We would be glad to hear from you next.

Dr. RATH. Very good, Mr. Chairman, other distinguished members of the panel.

I am Bob Rath, and I am the director of the Northwest Regional Educational Laboratory, located primarily in Portland, OR.

The lab was formed in 1966, and at that time one of the high priorities need areas found in the Northwest was that of multicultural education, with a large focus at native American populations. I joined the lab in 1966 to manage that program, and that effort has been extended into Guam, Samoa, Hawaii, and the Trust Territories. And most recently we have been in the planning mode to create a center in Hawaii, called the Pacific Region Educational Laboratory.

This formation has been under the policy direction of the chief State school officers of the region, with Francis Hatanaka as Chair, along with representatives from the Kamehameha Schools, Jim Brough, their director of research, and certainly with the support of Pinky Thompson, and also with the University of Hawaii, with the dean of education. So I address you from this perspective.

The needs have been clearly expressed by the many presentations, and I would not try to expand on that. But instead I would like to talk about using the results of research and development, bring it to Hawaii, and targeting it to bring about needed changes for native Hawaiian students, and I might add that this extends beyond Hawaii to the territories.

Research shows that what happens in the schools, and what teachers do can make a considerable difference, make a difference in student achievement, in student behavior, and in student attitude, and it seems to me that what we need to do is to target the results of that research so that teachers and principals do make a difference in the achievements of these students.

The Northwest Lab has been one of the leaders of the Nation in trying to bring the results of research into a usable form so it can be applied in classrooms. We are working in the area of leadership teams made up of teachers and administrators and how that leadership takes place.

In fact, our staff today is training principals on the island of Maui, part of a yearlong project. We are also looking into transformation of research on classroom instruction, and that too is adaptable for this purpose.

We have a long pattern of development of instruction materials designed for students, like the native American students. We have developed a primary reading service for the Northwest native American population.

Overall, it seems to me that from the needs report that you heard, there is a big need for culturally valid curriculum and in-

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struction. Fortunately, the NIE and several contractors have just concluded a major study of the significant instructional features for excellence in such classrooms. The results of this research can and will be made available to Hawaii.

The second need is the need for the technical assistance in training of leadership teams, teachers, principals, families, and parents in the best delivery mode for instruction.

And last, there is need for the interagency coordination to target resources to make a difference. For example, from our native American program in the Northwest we have learned several things. We have learned how to have native Americans develop community-based curriculum and adopt the ownership thereof, the community-based, relevant curriculum.

We have also learned that we need to be in a developmental mode, not a remedial mode. We have to have high expectations, and we have to build on strong language basis. The reconstruction in some cases, but the use of native languages in others, and above all, whatever is done has to have high quality.

Therefore, in the evolving plan that Dr. Justiz told you would be presented in April, we will be proposing to do research and development, not the kind that stays on the shelf, but rather bringing the result into classroom usable format.

Second, we will emphasize dissemination that is gathering what is known, synthesizing it, bringing it to Hawaii, so that they may adapt and utilize in a way that makes sense in Hawaii.

And lastly, there will be a plan to provide technical assistance and training. Now, the Northwest Lab is not new in the Pacific. For example, over the last 4 years we have averaged at least one workshop a week in Hawaii. We have averaged, each year, over 1,000 registrants in those workshops in Hawaii.

We are not new, but the thing that is new in the center is that the policy and the direction will reside in Hawaii, under the precise control of the chief State school officers, and the University of Hawaii.

Thank you, Mr. Chairman.

[The prepared statement of Dr. Rath follows:]

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EDUCATIONAL NEEDS OF
NATIVE HAWAIIAN CHILDREN

Statement by
Dr. Robert R. Rath
Executive Director
Northwest Regional Educational Laboratory

Senator Stafford and other distinguished members of the Committee, I am Robert R. Rath, Executive Director of the Northwest Regional Educational Laboratory (NWREL). I appreciate the opportunity to address the Committee on this important topic of meeting the educational needs of Native Hawaiian children.

Our Laboratory serves the Northwest states, Alaska, Hawaii and the Pacific territories, a region which includes a large number of Native Americans. Therefore, since the Laboratory was established in 1966, we have devoted a great deal of time and energy to improving educational opportunties for Native Americans. Furthermore, I have a strong personal interest in equal educational opportunity. I joined the Laboratory as Director of the Multicultural Education Program and have spent a considerable portion of the past 18 years in the Pacific, ranging from work with Guam in developing culturally relevant curriculum materials for language development in elementary grades to our current planning with the Chief School Officers of Hawaii and Pacific for the establishment of the Pacific Region Educational Laboratory (PREL).

I address you from this perspective, experience and personal commitment.

Application of Results of Research and Development

Others testifying at this hearing are presenting and commenting on needs of Native Hawaiians. My remarks will focus on how to respond to these needs. Primarily, I will speak on using the results of research and development to improve the quality and equality of educational opportunties for Native Hawaiians.

Over the last 10 to 15 years there has been an accumulation of research findings showing that school and teacher practices can have a considerable impact on student achievement, behavior and attitudes. This research has identified specific practices which can make schools better places for students to learn. It shows that individual teachers and administrators do make a difference.

Our Laboratory has been and is one of the leading educational R&D organizations in the country in examining and analyzing these research results and, more importantly from our point of view, in putting this information into a form which teachers and administrators in schools can use to make local improvements.

We have organized these practices which research shows are effective into five areas. They have to do with the ways local school administrators and teachers provide leadership, the ways classroom instruction is delivered to students, the curriculum, the school environment and how students' performance is assessed and evaluated.

The educational needs of Native Hawaiians are complex and many faceted. But to illustrate how the results of research and development can be applied, I have identified three needs which surface in the findings and recommendations presented in the report of the Native Hawaiian Educational Assessment Project.

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First is the need for culturally valid curriculum and instruction. NWREL is part of a national consortium of educational agencies which has just completed a study for the National Institute of Education (NIE) of Significant Bilingual Instructional Features. Basically, the study examined the classes of teachers who were deemed to be among the most successful bilingual instructors in the country. We wanted to describe how and why it was working. Drawing upon these particular research results, we can conduct applied research in Hawaii classrooms, disseminate information about existing practices and materials which may match Hawaiian teachers' needs, and provide technical assistance and training to help Hawaiian teachers use successful practices identified in our Significant Instructional Features Study.

The second need identified in many of the Native Hawaiian education findings and recommendations is related to technical assistance and training. The effective schooling research cited in the Hawaii study report identifies several sets of principles, virtually all of them having to do with teacher behavior: spending more time on instructional tasks, setting high expectations for students, maintaining very structured classrooms, using tutoring methods, etc. Our Laboratory has devoted a considerable effort to developing and conducting training to prepare leadership teams of teachers and administrators from local schools to use effective ways to achieve these practices.

The third overarching area of need identified in Native Hawaiian education is for interagency cooperation. The Native Hawaiian Education Study used an ecological perspective; it appropriately recognized that many factors influence children's development in addition to education--their health, their socioeconomic status, their culture, their physical environment, etc.

To appropriately respond to educational needs in Hawaii, two types of interagency cooperation are needed. One is linkage between the educational system and noneducation agencies, such as corrections and welfare. The other necessary linkage is between the educational system and the Native Hawaiian population. More specifically, the indigenous population must influence and be a part of—indeed, control—local policy making.

Again looking to our Laboratory's experience to illustrate, we have worked for more than 10 years with nearly 20 Indian tribes in the four Northwest states in the development of culturally relevant and culturally accepted curriculum and instruction. With support provided to the Laboratory by the National Institute of Education, we have set up processes whereby the Indian people control the curriculum and instruction policy making.

A Policy Board, consisting of tribal representatives and Indian educators was established to oversee and direct program implementation. The program works within a philosophic frame of reference best described through enumeration of guiding principles prescribed by the Board:

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o Planning and production of curriculum materials is to be community-based--each tribal group established local committees to gather story material, write and illustrate materials, and then to authenticate the contents with tribal councils.

o The product is not be of remedial nature, but to motivate native children to achieve beyond their present levels.

o The product should build a strong base for primary and elementary students in language arts so they can benefit to the utmost in higher grades instead of dropping out of school.

o The program will be responsible to the needs and desires of the Indian community.

o The product will be acceptable to both the Indian community and the academic world.

R&D Functions to be Supported

What activities, then, should the federal government support to help teachers and administrators of local schools understand and use effective practices, without intruding into the state and local responsibility for policy and decision making?

Basically three types of activities or functions should be federally supported.

First is what I will call research and development, and I hasten to add that I mean a certain kind of research and development. It should produce information and materials that are practical and can be used by local educators. It should be of a nature that has a visible impact on what goes on in a school.

For example, the body of research on effective schooling practice mentioned earlier clearly shows that the achievement of elementary school children in basic skills can be increased if the teacher spends more instructional time in a particular way that keeps students on the task of really studying. The study of Native Hawaiian education showed that there is underachievement in basic skills and recommends curriculum development in vocabulary and math applications at lower grades. The further research and development which might be supported by the federal government, in this example, should focus on just how teachers working with Native Hawaiians can apply the effective teacher practices in their particular setting and circumstarces.

The second type of activity is dissemination. We want to help local teachers and administrators avoid re-inventing the wheel. If local teachers and administrators identify a need in their school and there is a "match" between that need and effective materials or practices or programs developed and in use elsewhere, they need to know. Furthermore, they need to know enough about it to determine its usability and suitability for their situation. That process is what I am calling dissemination.

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The third type of activity is technical assistance and training. We know that even if an effective practice exists which "matches" a local need, it frequently cannot just be lifted up, transported and plugged in "as is." It may need to be modified, for example, because the "adopting" school is a small, isolated one, or because the organizational structure of the adopting school is different. Technical assistance to the staff of the adopting school is the activity which helps make it work in that setting. The report on Native Hawaiian education makes this point very well when it discusses the work done to identify existing stateside Native American programs and analyze their matchup with needs in Hawaii. Even when there is a "match," local teachers and administrators usually need training to use an effective practice or program in their school.

Delivery of R&D Assistance in Hawaii

Now I would like to comment briefly on how federally supported research and development activities can be provided to assist state and local educators improve education for Native Hawaiians.

First, a bit of history: Our Laboratory was planned and formed originally by people from the Northwest region. But within two years of its formation--that was in 1968--we responded to a request from the University of Guam for assistance in developing its teacher education programs. As requests for services grew, we established small field offices in Guam, to serve both Guam and the surrounding Trust Territory, and in American Samoa. This was in a time when the native people of the Pacific were beginning to assume leadership positions in their educational systems and statesiders were rapidly being replaced by native people in teaching positions. So, there was a great need for training and technical assistance to create more local capability.

The next phase in the evolution of our Laboratory's relationship with the Pacific began in 1971, when Hawaii's Board of Education requested, and our Laboratory's Board of Directors approved, official affiliation of the state of Hawaii. Through this same process, Guam and American Samoa affiliated with the Laboratory in 1972, the Commonwealth of the Northern Marianas in 1979, and the Federated States of Micronesia in 1982.

During the past four years the Laboratory has conducted an average of 63 workshops and technical assistance consultations per year in Hawaii. That is more than one a week, and there have been an average of 969 Hawaii educators participate each year; obviously some people have been participants in multiple workshops. Another 1,372 people in the Pacific territories have been participants in 94 workshops and sessions conducted on these islands during that four-year period (see chart on following page).

Planning of the Pacific Laboratory

While these figures may seem impressive, the Chief School Officers of Hawaii and the Pacific territories have recognized the potential of expanded federally-supported research and development assistance in meeting the needs of Native Hawaiians and other Pacific islanders.

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HAWAIIAN ACTIVITIES

	1980		1981		1982		1983	
	No. of Sessions	No. of People	No. of Sessions	No. of People	No. of Sessions	No. of People	No. of Sessions	No. of People
Consultations	13	42	N/A		49	169	34	153
Workshops/ Tech. Asst.	46	1,267	54	787	43	942	11	584
TOTAL	59	1,309	54	787	92	1,111	45	737

PACIFIC TERRITORY ACTIVITIES

	1980		1981		1982		1983	
	No. of Sessions	No. of People	No. of Sessions	No. of People	No. of Sessions	No. of People	No. of Sessions	No. of People
Consultations	10	46	33	146	0	0	3	11
Workshops/ Tech. Asst.	25	764	21	369	2	45	0	0
TOTAL	35	810	54	515	2	45	3	11

GRAND TOTAL

1980		1981		1982		1983	
No. of Sessions	No. of People	No. of Sessions	No. of People	No. of Sessions	No. of People	No. of Sessions	No. of People
94	2,119	108	1,222	94	1,156	48	748

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It is important to recognize that Hawaii and the Pacific territories are unique among states, because they have a unified educational system; that is, the state education departments operate schools directly, and no locally governed school districts exist. One implication of this is the heightened responsibility of the Chief School Officer, who is in effect both the State Superintendent and Local District Superintendent. The Chief is the key person responsible for education in Hawaii, as are the Chiefs in each of the Pacific territories, both legally and operationally.

The Chief State School Officers have been meeting regularly the past year to plan the expansion of our activities and services, culminating in September 1983 in the formation of the Program Policy Board of the Pacific Region Educational Laboratory as an affiliate of NWREL. In addition to the Chiefs, the Board includes a representative of the Kamehameha Schools/Bishop Estate and the University of Hawaii.

The National Institute of Education made an initial award of $50,000 to carry out this planning, which is now in its final stages; in fact, I have come directly from a two-day meeting of the Pacific Program Policy Board held in Hawaii earlier this week.

It is clear that several elements being incorporated into plans for the Pacific Region Educational Laboratory are key to its future success or, in fact, to the effectiveness of any attempted federally supported research and development approach to assisting Hawaii meet the educational needs of its native population.

One is a meaningful role for Native Hawaiians in decision making about the educational programs and other services directed to them.

A second is the establishment of effective linkages--cooperative working relationships--among educational and noneducational agencies.

Third is the leadership role of Hawaii in helping those in the Pacific territories to also meet the needs of their native populations. Our Laboratory has already demonstrated one very effective way of doing this by pairing school principals of the Northern Marianas with counterparts in Hawaii. They spent a week in Hawaii in a one-to-one relationship and are continuing to develop these relationships, so that the Hawaii principal becomes a source of assistance and a resource to the principal in the Northern Marianas.

Hawaii can be the window to the world for the Pacific territories; and the Northwest Laboratory--with our affiliate in Honolulu--can be an effective mechanism for providing federally supported research and development, dissemination and technical assistance to Hawaii and the Pacific.

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Senator STAFFORD. Thank you very much, Dr. Rath.

Mr. Thompson, could you describe in a little more detail the similarities and differences between native Hawaiian and Indian children, as evidenced by your collaborative study, which focused on Navajo youth in Arizona?

Mr. THOMPSON. My experience goes back to the sixties, of the Great Society programs. At the time I visited Rough Rock, Arizona School, and I got a feeling, I had just a feeling, no documentation, that there were similarities between the children of Hawaiian ancestry and Indian children. In particular I was struck by the depressive way in which the Indians operated, very similar to the Hawaiians.

More recently, when we became involved, at their request, to transfer our culturally sensitive reading program, to their school, we found certain similarities.

The youngsters, the boys, for instance, were exposed very quickly to highly important responsibilities. No. 2, we found that these youngsters tended to withhold speaking whenever they were spoken to by adults. We found that they seemed to learn better from their peers, but not in the same fashion as the Hawaiian youngster.

We also found some differences. The Hawaiian youngsters learned better from each other, whether they were boys or girls. Among the Navajo Indians they were separated out by sex. The girls learned among each other, and the boys learned among themselves.

We found these differences after our program failed. We learned that the content of our program was not transferable. However, the research process we used in Hawaii is transferable. This process assisted our staff to adapt appropriate content to the program to meet the Navajo youngsters unique style of learning.

This is one of the examples. Since that time our program, has moved effectively with these children.

Senator STAFFORD. Could you outline the involvement of native Hawaiian children in the current programs supported by the Vocational Education Act?

Mr. THOMPSON. Yes. I assume that native Hawaiian youngsters are included in the vocational education programs operating in our public school system. I do not have the facts as to the extent of participation. I am certain that native Hawaiians do not benefit from the native American set aside, since one not defined as native Americans for purposes of this act.

Senator STAFFORD. All right, thank you.

Senator Matsunaga.

Senator MATSUNAGA. Thank you, Mr. Chairman.

I wish to congratulate you, Pinky, for having served as the chairman of the Steering Committee for the Native Hawaiian Educational Assessment project. I am sure that this important report will form a strong basis for future action to be taken by this committee to meet the needs of the native Hawaiian community in Hawaii. I congratulate you, not only as chairman of the project, but also for having lifted yourself as a native Hawaiian to where you are. You have never forgotten the others as is witnessed by the fact that you have worked tirelessly to promote the economic and social well-

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being of native Hawaiians I think that is very commendable. Mr. Chairman, I will have additional questions for Mr. Thompson which I would like to insert in the record, together with their responds.

Mr. THOMPSON. Senator, I thank you, and I want to take this opportunity to thank you Senator Inouye, Congressmen Daniel Akaka and Heftel for the support that we have received in this process. Also Polly Gault, Pat DeLeon, Rachel Sotaky, and Lurline McGregor, thank you.

Thank you.

Senator MATSUNAGA. Dr. Rath, Let me also thank you for your interest in native Hawaiians. As you say, I think Hawaii can serve as the window for the whole Pacific area.

What is the Federal subsidy for the Northwest Lab?

Dr. RATH. The Northwest Lab is a private, nonprofit corporation, as such, we sign contracts. We do have contracts with the National Institute of Education for the planning period to start the center. We also have other contracts for provision of service, for example, we have the Technical Assistance Center for the evaluation of chapter I.

Now, I recognize that the chapter I services brought to Hawaii are from the Federal program point of view. On the other hand, the National Institute program allows Hawaii to set agenda, the tasks to be done will be decided in Hawaii, so that is quite a different feature.

Senator MATSUNAGA. What level of Federal support do you believe is necessary for the Pacific Regional Educational Laboratory?

Dr. RATH. My guess is to perform the essential functions of creation of a laboratory in Hawaii will probably require, after a start-up period, a cash flow of around one-half a million dollars a year.

Senator MATSUNAGA. Half a million?

Thank you very much.

Senator STAFFORD. Senator Inouye?

Senator INOUYE. Mr. Chairman, yesterday I was privileged to chair hearings for the Select Committee on Indian Affairs, and at that time I asked a series of questions of Mr. Myron Thompson.

May I request, if the rules permit, that my questions and their responses, of Mr. Thompson, be made a part of this record?

Senator STAFFORD. Without objection, they will be.

Senator INOUYE. Thank you very much.

[The following was received for the record:]

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EXCERPTS FROM

HEARINGS

Before The

SELECT COMMITTEE ON INDIAN AFFAIRS

UNITED STATES SENATE

OVERSIGHT HEARING ON NATIVE HAWAIIAN EDUCATION

WEDNESDAY, MARCH 21, 1984

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Senator INOUYE. Thank you very much, Mr. Thompson.

Because of the intensive involvement of Kamehameha Schools in this project, just for the record, I believe it would be helpful to the members of this committee to know what the Kamehameha Schools are all about. Could you just give us a brief history of Kamehameha Schools? When was it established, under what conditions, the mission of the schools, and do you believe that the schools are meeting the unique needs of Native Hawaiians?

Mr. THOMPSON. I would be glad to.

The School was created in 1887 through the will of Princess Pauahi Bishop. Princess Pauahi is the granddaughter of King Kamehameha, who unified the islands in the 1700's and the early 1800's.

She grew up in a period of time when the death rate among the Hawaiians was quite extensive. The population dropped from an estimated 400,000 people at the point of discovery by Cook to 40,000 persons within her lifetime.

She was concerned about how to regenerate the race of people, and her basic interest was to provide educational opportunities for children of Hawaiian ancestry as a means of regenerating the strength of these people.

So she requested at that point in time that a school for boys and a school for girls be created. Now, over the years, we have educated some 6,000 to 8,000 students who graduated from the school. At the present time, we serve 4 percent of the total native Hawaiian population who are in our schools and kindergartens through the high school. Another 16 percent is served by other private schools. The remaining 80 percent is being serviced by our public school system.

In 1980, in looking at the statistics that are in our report to you, we noted that unless we became directly involved in fostering an educational improvement program throughout the State, maybe our youngsters would continue to have the negative statistics that showed at that time.

The trustees in 1980 made a commitment that within the next 15 years, we will attempt—and we feel that we can—to move the achievement scores of our youngsters at least to the parity of the Nation, but hopefully in competition with the rest of the youngsters in the State of Hawaii.

We are committed to do this, and we plan to enter into a partnership with the Department of Education to achieve that goal, and also to participate with any other organization, including the Federal Government, in achieving that goal.

Senator INOUYE. As you know, this committee is a committee on native Americans, primarily American Indians. Have you ever worked with American Indians?

Mr. THOMPSON. Not directly, except for the last 2 years, and that direct relationship has been created by our own staff. However, my interest goes way back to the sixties when I sensed the similarities between the operation or living and style of living of the Indians, and it seemed to be similar to some of the concerns about the Hawaiians.

That goes back to the period of time when we had these programs that were set up by President Johnson. One of the schools I became acquainted with was Rough Rock, AZ, the Rough Rock School. It was begun in the latter part of the sixties, and they had what I thought was a very intriguing program.

Essentially, in talking with the president of that school at that time, when I reviewed their program, I asked what the philosophy of the school was, and he said that the philosophy of the school was for the youngsters to become Navajos first and people of the world second, and I thought that was a very intriguing approach.

It was interesting to me that 2 years ago that same school requested the assistance from our staff to provide the training program for an improved reading program that we developed in Hawaii for Hawaiian children, because of some of the similarities we saw between the kids.

And so, in direct answer to your question, our staff has been heavily involved with the Rough Rock school people within the last 2 years, and we continue to do so.

Senator INOUYE. Noting the similarities, do you believe that any aspect of your study would be applicable to the needs of American Indians?

Mr. THOMPSON. I think what is important is that out of our study we found certain things that needed to get done when you start dealing with children who are operating as the Indian children are, at least in Rough Rock, and those children in Hawaii, and that is, we moved into the community to find out in detail how these children learn from their families among the youngsters within the community before we designed the classroom curriculum and the programs within that classroom. The process is the same, and it is important for both groups of people.

Now, when we were first asked to come from Hawaii to Rough Rock, we brought our package over, and very quickly we found that our package really didn't fit these children. So therefore, we had to go back and go through the process of investigat-

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ing how these children learn outside of the school and thereby readjusted our curriculum, the style of teaching within the classroom, and so forth, to fit these youngsters.

Senator INOUYE. I realize that your testimony suggests that the present provisions in the laws applying to native Americans would not meet all of the needs of native Hawaiians, but if native Hawaiians were declared to be native American in every aspect, would it be helpful?

Mr. THOMPSON. It would be exceedingly helpful because the funds would be targeted and they would not get diffused throughout a large system. We could deal with that kind of situation.

Senator INOUYE. There is another question as to what constitutes a native Hawaiian.

Mr. THOMPSON. All right. Senator, I like the definition that you put together in 1974, and that is any person who could trace his or her ancestry to an ancestor in 1778 is eligible, and if that cannot be done, then that can be declared by the general community.

Senator INOUYE. So there are no quantum necessities?

Mr. THOMPSON. Oh, man. That one I shy away from like the plague.

Senator INOUYE. Well, I thank you very much, Mr. Thompson. Your testimony will be extremely helpful to the committee as it relates to the needs of American Indians and also to the native Hawaiians. We hope some day native Hawaiians will be considered native Americans in every aspect.

Thank you very much.

Senator STAFFORD. Dr. Rath, could you describe the results of any research efforts you may have conducted to investigate the linkage of student performance to the incorporation of cultural and native language material in the curriculums?

Dr. RATH. Yes, sir. Over the years we have been working with the tribal groups in the Northwest, that is, Washington, Oregon, Idaho, and Montana. We have created what we call a Program Policy Board, made up of representatives of the tribes, and over a span of 6 years, with funding from the National Institute of Education.

Each of the tribes has created a set of materials, copyrighted in their names, and have become a high quality supplemental reading service, for use on and near the reservations in the Northwest. That is one example.

Parallel activities have occurred in Guam, parallel activities have occurred in Alaska.

Senator STAFFORD. Thank you very much, Doctor, and thank you both for counseling with the committee this morning. We appreciate it very much indeed.

We will now ask the second panel, Mr. Francis M. Hatanaka, acting superintendent, Department of Education, State of Hawaii; Ms. Haroldeen Wakida, president, Hawaii State Teachers Association [NEA]; and Mr. Gard Kealoha, of the Office of Hawaiian Affairs in Honolulu, HI

If you have an agreement among yourselves as to how you wish to go, and what order you wish to go in, we will honor it. If not, we will go in the order in which we called your names.

Would you like to have Ms. Wakida go first?

All right, Mr. Hatanaka.

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STATEMENTS OF FRANCIS M. HATANAKA, ACTING SUPERINTENDENT, DEPARTMENT OF EDUCATION, STATE OF HAWAII, HONOLULU, HI; HAROLDEEN WAKIDA, PRESIDENT, HAWAII STATE TEACHERS ASSOCIATION [NEA], HONOLULU, HI; AND GARD KEALOHA, TRUSTEE, OFFICE OF HAWAIIAN AFFAIRS, HONOLULU, HI

Mr. HATANAKA. Good morning, Chairman Stafford and Senator Inouye.

My name is Francis Hatanaka, and I am the acting superintendent of the Department of Education for the State of Hawaii.

I am here today to discuss briefly with you the current status of the education of native Hawaiians in our school system, and some of the areas in which federally-funded changes might have beneficial effects. We are looking at the document prepared by the Native Hawaiian Educational Assessment Project [NHEAP] as a good basis for understanding the needs of Hawaiian children in the public school system, and as a springboard for discussions on the measures to take to provide improved services to these children in academic, social, and cultural areas.

Senator Stafford, you have asked how effective are our local, State and Federal programs in serving native Hawaiian students in light of their special health, social, and psychological needs.

I will touch first on some of the programs currently providing services in some of these areas. It should be noted that the full and part-Hawaiian ethnic designations used by our Department constitute what is defined as the native Hawaiian group in these proceedings.

The Department of Education currently provides services to 33,707 native Hawaiian students in regular and special education from grades kindergarten to 12. This group constitutes 21.5 percent of the total K-12 public school enrollment in our State.

Since the Department of Education is mandated to provide equal educational opportunity to all of our students without reference to their ethnic background, the programs described below are being implemented for all students falling into the particular target population and, consequently, only the title VII project can be designated as a program specifically for native Hawaiian students.

A new effort of the Department initiated by the 1982 State legislature is called the Early Provisions for School Success [EPSS]. This year, the program serves all kindergarten and first grade children, and if funding is provided, will be expanded to all second grade students next year.

The program emphasizes assessment of each child in five developmental areas (language, visual, auditory, gross and fine motor), instruction is based on students 'strengths and needs, a record of each student's progress, and parent involvement. A new component to be introduced in the spring semester 1984 is a handbook on cross-cultural understanding. The handbook will be used in inservice training to develop awareness of behavior patterns and values of Hawaiian, Samoan, and Filipino children and the implication of these cultural characteristics for educational practice.

EPSS is designed for all students. However, because instruction is individualized, because schools are assisted to provide for the

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unique characteristics of their students, and because of extensive parent involvement, there is room within EPSS for variations that are particularly appropriate for Hawaiian students as well as for other cultural groups. As we analyze information from the first year's efforts and work with individual schools to provide the most appropriate instruction for their students, we anticipate greater gains in learning among Hawaiian students than has been the case in the past.

Culturally related academic needs are discussed in the NHEAP report, and the Department is making rather significant strides in developing and implementing a Hawaiian studies program in which all elementary school students and teachers will participate with the assistance of kupuna or Hawaiian-speaking elders from the various school communities.

This program provides Hawaiian cultural role models for the native Hawaiian children and culturally relevant cognitive, affective, and psychomotor domain instructional activities within a framework which begins with the child in the modern cultural environment of Hawaii and expands through the study of the family, immediate community, and State community.

The Department is spending over $1.2 million on this program, and testimonial evidence from principals, teachers, parents, community persons, kupuna, and the students themselves indicates that positive chages are occurring in the elementary schools where the program has been implemented. These changes benefit both native Hawaiian and non-Hawaiian students alike in subtly different ways.

Many of the conditions stated in the NHEAP report have been noted previously by sensitive teachers who have sought to respond to children in ways that might be culturally appropriate. With the initiation of the State-funded Hawaiian studies program, training in culturally appropriate techniques is provided as part of our overall teacher training program.

Chapter I schools are often found in areas where there are large concentrations of Hawaiian students, but because of the regulations that pertain, services and programs cannot be directed specifically to the Hawaiian youngsters.

In our comprehensive school alienation program there are many jointly funded programs with private agencies, such as the Kamehameha Schools/Bishop Estate, Queen Lili'uokalani Trust. I made mention of a title VII project, the bilingual education project, as being the only one that is currently targeting case specific group of native Hawaiian youngsters. This is a program where we have staffed one of our elementary schools with Hawaiian-speaking teachers to accommodate youngsters at Waimea Canyon Elementary School. These are youngsters who are shipped over from the Island of Ni'ihau on a periodic basis.

I think earlier, Senator, you asked some questions about the Vocational Education Act, and I would like to note that native Hawaiian students constitute a high percentage of students enrolled in vocational technical education programs that have been established under Public Law 94-482.

The native Hawaiian students have benefited substantially from this training, but we do not now have the mechanism to report on

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the specific gains made by them as an ethnic group. We certainly support the recommended programs to improve native Hawaiian basic educational skills as presented by Chairman Myron Thompson's testimony to this committee, and we pledge our continued support to help improve those basic and more advanced educational skills for all of our students, particularly the native Hawaiian students.

I certainly thank you for this opportunity to be here this morning.

Senator STAFFORD. Thank you very much.

The Chair would say that, without objection, we will place all of your testimony in the record as if read, as we will for the other witnesses who have appeared here earlier, and now, Ms. Wakida, we would be very glad to hear from you.

Ms. WAKIDA. Thank you, Chairman Stafford and Senator Matsunaga, and Senator Inouye. It is especially nice to see you back on your feet, Senator Matsunaga.

My name is Haroldeen Wakida, and I am president of the Hawaii State Teachers Association, the union which represents over 9,000 public school teachers, kindergarten through grade 12, in our beautiful State. The HSTA is an affiliate of the 1.9 million member National Education Association [NEA].

As you are no doubt aware, the vast majority of funds for education in the State of Hawaii comes from our State general fund. However, tens of millions of dollars also come from the Federal Government, in a variety of ways for a variety of programs. And as you also know, there is never enough money to do the job adequately.

Your invitation to testify today indicated that you are particularly interested in how effective are local, State, and Federal programs in serving native Hawaiian students, especially in light of the special health, social, and psychological needs of such children.

As early as the 1979 NEA Representative Assembly held in Detroit, MI, the 9,000 delegates to that convention adopted by an overwhelming majority a new business item entitled: Native Hawaiian Education Legislation. That new business item stated:

> The National Education Association recognizes that efforts to improve the educational opportunities of native Hawaiians are needed, are long overdue, and are critically important to the native Hawaiian population, and to the Nation as a whole.
>
> The National Education Association directs its officers and staff to lobby in Congress for the passage of the proposed Native Hawaiian Education Act, and any other legislation which pertains to the improvement of educational opportunities of native Hawaiians.

The debate for passage of this new business item included the following:

> If Hawaiians are to attain their goals of self-sufficiency, full education opportunities must be made available. Education is considered by the native Hawaiian community as a first priority toward attaining these goals. The Native Hawaiian Act for the first time will provide sufficient resources to focus on the educational problems of Hawaiians so that current and future generations will have maximum choices for productive participation in their communities.
>
> The results will benefit all the people of Hawaii, NEA and our Nation. We must educate all of the children.

You are well aware of Congress' action and the subsequent acceptance on the part of the Kamehameha schools, because of its

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recognition of the importance of this type of study, to agree to underwrite the cost of the assessment and preparation of the Native Hawaiian Assessment Report.

The result is an extremely thorough and substantive report that includes baseline data, reliable information and provides educational agencies with defined areas for targeting use of their resources.

Those of us who teach in Hawaii's public schools benefit directly from the findings of this report. We teach a wide variety of children from many cultural backgrounds. Any assistance in helping educators to understand the cultural implications of any group of people is very important. The report's findings compliment our Hawaiian studies program, the piloting of the Kamehameha Schools' Early Education Program [KEEP] in our public schools, Early Provisions for School Success [EPSS], chapter 1 programs, Comprehensive School Alienation Programs [CASP], Students with Limited English Proficiency [SLEP], Special Education and General Education Programs.

The National Education Association also adopted a standing resolution in 1979 which recognizes the complexity and diversity of needs of the Asian and Pacific Islander children caused by historical neglect and recent changes in the political leadership in many Asian countries.

The Association believes that there is a national responsibility to serve these children's special needs by providing educational programs that guarantee Asian and Pacific Islander parents, teachers, community leaders, and interest groups an opportunity to preserve, promote, and perpetuate their heritage and culture.

The Association encourages the passage of Federal and State legislation that will provide financial support of Asian and Pacific Islander curriculum, preservice and continuing education of teachers, development of instructional materials, and the dissemination of information and programs.

We urge the Federal Government to establish special provisions to establish programs that specifically target the needs of native Hawaiians. The extraordinary working relationship of the Federal Government, the Kamehameha Schools and the State Department of Education needs to be encouraged. The participation in the development, funding, and implementation of programs to help Hawaiian children is an essential outgrowth of the Native Hawaiian Assessment Report. We cannot afford to merely shelve this report.

The Federal role in assisting the State and local jurisdictions in providing a good education to children continues to be critical. We believe, as does the NEA, that the Federal role should be significantly enhanced to the point where it is funding public education in our Nation at the 30-percent level.

We would urge that education be given a priority in line with the priority assigned to national defense, because we believe that our public education system cannot reasonably be separated from the defense needs of the Nation. A well-trained and well-educated citizenry is essential to the defense of the Nation, and as such, the Federal role in funding for the education must be consistent with our goals of national peace and prosperity.

We believe that the findings of the native Hawaiian Assessment Report point out the problems that are extremely complex and that

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a broad base of support coming from the Federal as well as State sources is required to attempt to resolve those problems.

We ask for this committee's favorable recommendation for support. I thank you on behalf of HSTA, NEA and the children of Hawaii for the opportunity to have addressed you.

Mahalo.

Senator STAFFORD. Thank you very much indeed.

Now, Mr. Kealoha, we will be glad to hear from you.

Mr. KEALOHA. Senator Stafford, Senator Matsunaga, Senator Inouye Aloha Kakou. I would like to make a correction. I am Gard Kealoha, trustee and chair of the Education Committee of the office of Hawaiian Affairs.

My cousin, Joseph Gardner Kealoha, is the chairman of the board, and is present with us this morning.

I have taken as an appropriate saying for this occasion a statement by King Kamehameha III, which is found in the Collection of Hawaiian Thought by a revered native Hawaiian elder, Mary Kawena Puku'i, in her book, Olelo No'eau, recently published by the Bishop Museum. It is an invaluable compendium of Hawaiian cultural attitudes and values.

"He aupuni palapala ko'u; o ke kanaka pono 'oia ko'u kanaka."

"Mine is the Kingdom of Education; the righteous man is my man."

When the Hawaiian Kingdom graciously afforded the early Protestant missionaries the opportunity to spread their message of salvation, a written language was developed. It is recorded in our tragic history that the entire Hawaiian lahui or nation became print literate within a year's time. Such was the excitement and aspirations of our people that the kingdom established the public school system.

The statement of King Kamehameha III reflects an enthusiasm, a genuine thirst for knowledge, an innate desire for self-expansion and a self-motivated willingness to meet new ideas and new challenges. These attitudes characterized a sovereign nation, directed and guided by benevolent chiefs who, together with their people recognized the importance of incorporating the new learning. Hawaiian literature flourished and the emergence of outstanding scholars of those early days attest to their lasting influence to this day. A small and feeble but proud and highly intelligent people welcomed the onslaughts of visitors with open arms.

What has happened to our children, our future, since then? Is there someone here who can relate the current dismal performances of our cherished keiki, our youth, to genetic deficiencies? Are we not a people entitled to appropriate and culturally sensitive approaches in the education of our young?

The office of Hawaiian Affairs was created from a desire to once again enable our Hawaiian people to have a direct hand in providing those opportunities for self-direction; for managing and directing those affairs essential to the economic and social self-sufficiency of the descendants of the first people of Hawai'i nei.

OHA's mandate includes the review, evaluation and monitoring of programs and services that impact on the Hawaiian people. It is to provide, when and wherever possible, appropriate assistance in

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improving the service delivery systems and resources available to all Hawaiians.

While OHA is properly concerned with the study, preservation and transformation of information relevant to Hawaii's cultural past; the dissemination and perpetuation of authentic Hawaiian traditional culture; and the protection of historically rich cultural areas; it also supports the advocacy of those pursuits that will enable our children to master the multicultural challenges that are present in Hawaii today.

As one who has personally been involved in grassroots community organizing for nearly two decades, I can attest to the high degree of frustration our parents continually express. Many dissatisfied parents, unable to afford a private education for their children, put off by the walls of public bureaucratic incompetence and angered by the sometimes not too subtle institutionalized indifference and insensitivity want alternative education programs that cherish their children and that can enhance their aspirations.

The Education subcommittee of the office of Hawaiian Affairs support the following premises.

1. Hawaiians should be included in all native American legislation.

2. Existing education laws should be expanded to include Hawaiian youth needs.

3. Current data and findings on Hawaiian children should be further utilized by the appropriate Federal and State agencies in developing more effective educational programs for Hawaiian children.

4. Bilingual education funds are needed for our native Hawaiian children who come from homes where the Hawaiian language is primarily used.

5. Preschool funding is crucial to early success for Hawaiian children.

6. The Hawaiian Studies program must be maintained and expanded in our public schools.

7. Inservice training for teachers who instruct Hawaiian children must be provided by the University of Hawaii Teachers College and by the Department of Education.

The office of Hawaiian Affairs has very limited financial resources. The needs are many. OHA has funded two educational efforts. A kupuna coordinator identifies and trains Hawaiian elders (kupuna) who can assist the public schools in effectively carrying out the Hawaiian studies programs. The coordinator is a trained and experienced classroom teacher who has expertise in the development of effective language arts programs incorporating Hawaiian cultural attitudes and values. She has trained kupuna who bring special cognitive and effective influences to the classrooms. Her service is provided free of charge upon request and invitations from the classroom teachers and administrators.

Another pilot project is the Halau O Likolaulani Center for preschool children. This demonstration effort brings kupuna, a trained educational specialist and community parents together in developing an educational program that recognizes important cultural values and attitudes as integral factors in the learning process.

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This project emphasizes the use of the Hawaiian language during the instructional day.

In a report by Dr. James Mak, associate professor of economics and Dr. Edwin T. Fujii, assistant professor of economics at the University of Hawaii, it was concluded that, "to raise the level of educational achievement among native Hawaiian children would require specialized educational programs beyond the standard mode offered in the Hawaii public schools."

This statement as well as other current data makes it imperative that the Hawaii Department of Education look at the total needs of Hawaiian children.

The Hawaii Department of Education currently faces cutbacks in State legislative funding. We are forced to look to our Federal Government to provide assistance in the academic and vocational areas. The training of personnel to provide instruction and counseling; incentives to encourage Hawaiian students to choose educational careers so that they will be able to become role models, and the training of teachers in culturally appropriate methodology are extremely important.

Some public educators have openly indicated that they look to the Kamehameha Schools to provide for the educational needs of most, if not all, of our Hawaiian children. This perception is unfortunate. Public education is a right of every child.

In this regard, we are pleased that the department intends to seek funds through ESEA title VII bilingual education funding to work with Hawaiian students in their development of standard English language skills.

While we are very much concerned about our Hawaiian children's abilities to master basic reading, writing, and computational skills, we cannot overlook their mental, physical, and emotional needs.

It is well documented that Hawaiian children stand most in need in many of these areas and are children at risk. When the Hawaiian child is provided with the tools to survive through preventive education they will be able to be free to contribute significantly to the quality of life in our 21st century Hawaii.

OHA's Education Subcommittee believes that our children are our most precious asset. Our national priorities must reaffirm this belief, and the promise of this great country must allow her native minorities to take their rightful place. Our Hawaiian people have quietly endured the vicissitudes of time inimical and injurious to our future.

We respectfully urge your considerate compassion and thank you for this opportunity to share our heartfelt concerns.

Mahalo a nui loa and Aloha pumehana oukou.

Senator STAFFORD. Thank you very much indeed, Mr. Kealoha.

Might I ask any member of the panel who cares to respond to this question.

How effective has the Federal chapter I program been in responding to the special needs of native Hawaiians, and what recommendations would you make for improving compensatory education programs that serve Hawaiian children?

If any of you would prefer to respond in writing to that question, I would be glad to have it done that way, whichever you prefer.

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Mr. HATANAKA. Perhaps we will respond in writing.

Senator STAFFORD. In writing, that would be agreeable to the committee.

My other question is this. What recommendations would you make for improving the delivery of federally supported bilingual education services to native Hawaiian children?

Once again, if you would prefer to answer that in writing, we would be glad to have it done that way.

Mr. HATANAKA. We will get it to you as soon as possible.

Senator STAFFORD. All right. We would appreciate it if you would, if one or all of you would respond as soon as convenient, because the committee is pretty busy in those specific areas right now.

So the earlier we hear from you, the more impact you can have on us.

[Response of Mr. Hatanaka to questions asked by Senator Stafford follows:]

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GEORGE R. ARIYOSHI
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April 6, 1984

Mr. James W. Powell, Editor
Senate Committee on Labor and Human Resources
United States Senate
Washington, D.C. 20510

Dear Mr. Powell:

This is in response to Senator Robert T. Stafford's questions raised at the hearing of the Sub-Committee on Education of the U.S. Senate Labor and Human Resources Committee on March 22, 1984.

1. "How effective has the Federal Chapter 1 program been in responding to the special needs of native Hawaiians, and what recommendations would you make for improving compensatory education programs that serve Hawaiian children?"

   Education Consolidation and Improvement Act (ECIA) Chapter 1 responds to the special educational needs of educationally disadvantaged children who are identified through specific selection criteria established by the federal government. The selection criteria are primarily based on nationally standardized test scores and/or teacher recommendations, and do not include ethnicity. The U.S. Education Department requires an annual report which does call for ethnicity data, but Hawaiians are included in a broad category of Asian and Pacific Islanders.

   Chapter 1 eligible children are often found in areas where there are large concentrations of Hawaiian (Hawaiian and Part-Hawaiian) families. The selection of schools for Chapter 1 funding is based primarily on available economic data and schools which fall above the district mean in low-economic status (welfare and AFDC data) are eligible for Chapter 1 funding. Because of the overall skew toward the lower economic status of Hawaiian families, Chapter 1 projects are often found in communities with high concentrations of Hawaiians.

   Although the Department could not single out Hawaiians as a specific sub-population for Chapter 1 services, the recommendation is to raise the funding level for ECIA Chapter 1 so that a higher percentage of

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eligible children can be serviced. It is estimated that approximately 60% of all eligible Chapter 1 children are presently being serviced at the current funding level. Increasing the number of eligible children to be serviced would automatically include additional Hawaiian children. As stated earlier, there are a large number of Hawaiian children within the total eligible population.

The effectiveness of the Chapter 1 program has clearly been established at both the national and local levels. Hawaii has had Chapter 1 (formerly ESEA Title I) evaluated by an external evaluator since its inception over fifteen years ago. The evaluation results have indicated that Chapter 1 students have made achievement gains at or above the national norm. Evaluation reports for Title I and Chapter 1 are on file at the Compensatory Education Section and are available for viewing or distribution upon request.

2. "What recommendations would you make for improving the delivery of federally-supported bilingual education services to native Hawaiian children?"

The Department's Program for Students of Limited English Proficiency (SLEP) does not service Hawaiian (Hawaiian and Part-Hawaiian) students in their native language. The Identification, Assessment and Programming System (IAPS) screens virtually all students in the system and identifies those students who could become eligible for Program for SLEP services based on such criteria as place of birth (outside of U.S.), first acquired language (other than English) and other non-English language spoken by the student or family at home. Our Hawaiian students, because they were born in the U.S., speak English at home and know no other language, do not qualify for Program for SLEP services.

There are 54 native Hawaiian students who have been identified on Niihau who could benefit from bilingual services. These students, in fact, are receiving bilingual services using their native language of Hawaiian when they attend school at Waimea Canyon School on Kauai. Kamehameha Schools has provided funds to hire two staff members who speak Hawaiian to serve the students from Niihau while they are attending Waimea Canyon School.

The Elementary and Secondary Education Act, Title VII, up until the last school year, did fund a Hawaiian bilingual component at Waimea Canyon School, but the funding source has since been deleted. The staff, which was hired under Title VII, has continued at that school with funding from Kamehameha Schools.

The Department has submitted an application for a project under ESEA Title VII for a program which would service Hawaiian Creole (Pidgin) speaking children in the bilingual mode. The "native language" to be used for this program would be Hawaiian Creole.

The Department does not presently have any federally-supported bilingual education services for native Hawaiian children. We recommend that the funding previously provided under ESEA Title VII for bilingual education at Waimea Canyon School be reinstated. Congressional support for approval of the Department's application for ESEA Title VII funds for the "Hawaiian Creole" project that would provide additional special educational services for our Hawaiian children would be appreciated.

We appreciate the onportunity to respond to Senator Stafford's questions. If further information is needed, please feel free to contact my office.

Sincerely,

Francis M. Hatanaka

FRANCIS M. HATANAKA
Acting Superintendent

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Senator STAFFORD. Senator Matsunaga?

Senator MATSUNAGA. Thank you, Mr. Chairman.

I want to congratulate all three of you for having made wonderful presentations this morning. I am certainly happy to note that in Hawaii there is such a congenial working relationship between and among the State, the city and county, the employees' unions and of course, with the relatively newly established Office of Hawaiian Affairs. This office was a long time coming. It has, however, clearly proven the wisdom of its establishment. From your testimony, I can see that excellent working relationship will continue and improve.

Mr. Hatanaka, what effort is being made to teach the Hawaiian language in the public schools today?

Mr. HATANAKA. Other than an incidental exposure of all students in the Hawaiian studies program, there is nothing substantive going on in the department currently. The focus of the Hawaiian studies program presently is grades kindergarten through grade 6, and in this context, whatever language training there is, is incidental to the study of the culture and some of the history of Hawaii.

Perhaps this is one area that might be expanded in the immediate future.

Senator MATSUNAGA. Mr. Kealoha, I note in your testimony that you stressed the need for communication in the Hawaiian language between the elders and the young. Do you think more can be done in our educational system?

Mr. KEALOHA. I was referring primarily to, in this case, to the children where there has been an attempt, and funded by Kamehameha and the Department of Education, to provide a more appropriate instruction program for children beginning their education, on the island of Niihau.

I think the Hawaiian language courses also are offered at different schools.

Senator MATSUNAGA. So you are satisfied?

Mr. KEALOHA. I certainly would think that we would hope that the Hawaiian language teachers that are now presently being trained at the University of Hawaii will have positions available for them when that day occurs in the next few years.

Senator MATSUNAGA. Ms. Wakida, I am happy to note that the teachers support of the proposed program. Is this primarily a leadership position, or do you sense that there is solid support among the teachers throughout the system?

Ms. WAKIDA. I know that the teachers that are teaching, I thought it was 1 through 6 grades, but apparently it is K to 6. The teachers are very happy with the support that they have. They have also learned an awful lot from the kupunas, and my own son, who is a fourth grader, is benefiting quite heavily from the program.

I was a teacher in the fourth grade, teaching Hawaiiana, but that curriculum has been expanded, and it is certainly helpful to have that kind of background.

Senator MATSUNAGA. Thank you very much.

Mahalo.

Senator STAFFORD. Thank you, Senator Matsunaga.

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Senator Inouye?

Senator INOUYE. Mr. Chairman, first of all, I wish to thank you for permitting me to sit as a member of your subcommittee.

Second, I would like to make an observation. This morning we have received much testimony setting forth very tragic and sad statistics. In doing so, I think it would be well that we recall, or remember that the ancestors of the young people that we are talking about were great Polynesians, who traveled to and from Hawaii from the Polynesian Islands; Tahiti, Marquesas, a distance much longer than that traversed by Columbus, and they did this several times, about 200 years before Columbus made his historic voyage in 1492.

Third, long before the coming of the Europeans, the Hawaiians had laws, environmental protection laws, that are now a model for our laws in Hawaii. They had wildlife protection laws that are now a model for our State laws.

In fact, they had aqaculture procedures that now are followed by the Federal Government. They also developed, without any outside influence, a stable government, an educational system and an economy that did not fail, there were no deficits to concern themselves with.

So I hope that we will remember that these were great people, and that there is nothing wrong with their genetics. Something happened after the coming of the European friends.

So I think this Government has a unique and special responsibility to these native Americans, to try to bring them back to their great days.

I know that it is impossible to undo what history has done, or to bring them back to those days, but I think we can try our best.

Mr. Chairman, may I request that I be permitted to submit a few questions to the members of the panel?

Senator STAFFORD. Certainly.

Senator INOUYE. And have the answers made a part of the record?

Senator STAFFORD. Certainly. Without objection, that will be done.

[The following was received for the record:]

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Gard Kealoha

April 4, 1984

Ronald F. Docksai
Staff Director
c/o Mr. James W. Powell
Editor,
Senate Committee on Labor and Human Resources
United States Senate
Washington D.C. 20510

Dear Mr. Docksai,

Thank you for your letter and review copy of my testimony given at the March 22 Hearing.

I am returning the copy with the requested editing in red pencil and am taking this opportunity to respond to the two questions raised by Senator Stafford. I might add that I hesitated indeed, to respond at the Hearing itself because I strongly felt that they should have been answered then by the Acting Superintendent of the Hawaii State Department of Education and the President of the Hawaii State Teachers Association as they are the professional educators primarily responsible for the education of all of Hawaii's children.

I understand that Title I monies as an example have been used successfully in a basic reading program at the Kualapuu Elementary School at Hoolehua, Molokai. Parental cooperation has been a major factor in the program's effectiveness. Hawaiian cultural values and approaches are integral and builds self esteem and self worth. The majority of the children at the school live on Hawaiian Home Lands.

The Department of Education evaluates students primarily on academic achievement, attendance, mainstreaming and disciplinary records. Efforts much be made to include the growth of self esteem and confidence based on the utilization of culturally appropriate and culturally sensitive methods of instruction. Compensatory education programs must include all of these factors if we expect lasting success.

As to the question on bi-lingual education, an underlying educational premise indicates that children learn best when they begin with the familiar before proceeding to the abstract. Children for example, who come from homes where the primary if not the only language used is Hawaiian will be able to make the needed transition to the English language best when the instructor is competent in both languages and is able to make the fluent transitions that are required when and where it is appropriate for the child.

English as a Second Language courses are used for example, with Hispanic children and provides them with more appropriate developmental experiences in bi-cultrual language competencies.

The privately owned island of Niihau employs native Hawaiians in ranching operations. Residents converse in the native tongue and little English is spoken. The need for a culturally based, culturally appropriate and culturally sensitive educational program geared to the native Hawaiian child is nowhere else more important.

The Department of Education lethargic attempts to provide an appropriate setting for the Niihau children for example, institutionalizes them for failure and deprives them of the basic right to an meaningful education.

Bi-lingual programs not only enables the Hawaiian child to learn the dominant culture's language and ways but also preserves the intrinsic dignity and worth of his own native language and culture. Together, they strengthen the American promise, ennoble the ideals of democracy and reinforce a love for country in any language.

Sincerely,

Gard Kealoha

Gard Kealoha
Trustee,
Chair, Subcommittee on Education
Office of Hawaiian Affairs
Honolulu, Hawaii

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Senator STAFFORD. I want to express for the members of the committee who have not been able to be here with us this morning, our several and joint appreciation of your appearance with us in this question which we are going to examine carefully in the committee.

Finally, I will say to Senator Inouye, that with his understanding of the environmental advantages of an earlier civilization in the Hawaiian Islands, it should be apparent that he should follow the Senator from Vermont in connection with certain environmental legislation that we are going to have in front of the Senate before long.

Senator INOUYE. I am with you.

Senator STAFFORD. He says he is with me. I want the record to show that.

We have a rollcall vote going on on the floor of the Senate, that is nearly half way through, so it is a fortuitous time for us to say that the meeting of this subcommittee is adjourned.

Thank you again.

[Whereupon, at 11:40 a.m., the subcommittee adjourned, subject to the call of the Chair.]

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